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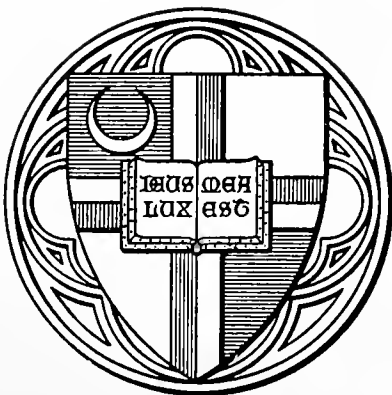
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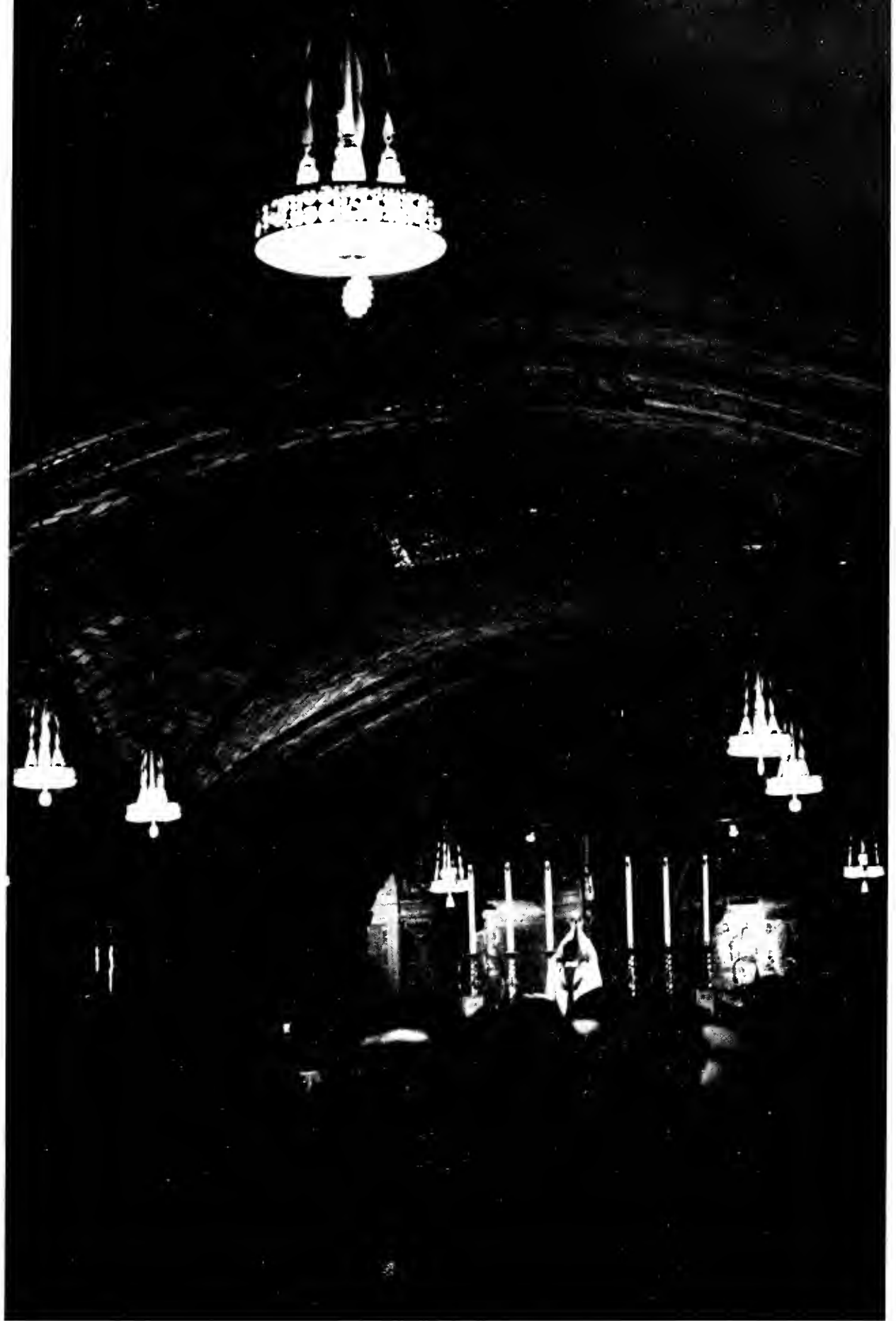


THE  
NINETEEN HUNDRED FIFTY-EIGHT  
EDITION  
OF THE  
CARDINAL  
YEARBOOK  
PRESENTS  
A BIOGRAPHY  
OF  
CATHOLIC EDUCATION  
THROUGH





DISCIPLINE OF THE MIND . . .



AN INCREASED KNOWLEDGE OF GOD . . .



THE ORDEAL OF PHYSICAL ENDURANCE . . .



AND LIGHT MOMENTS OF PLAY . . .

AS SEEN IN THE STUDENT BODY AT THE **CATHOLIC UNIVERSITY OF AMERICA.**

**TO MARY—**

**Mother of Him who is light and life,  
pray that We, the class of 1958,  
may learn from you  
the simplicity of Nazareth,  
the Faith of Cana,  
the Courage of Calvary, and  
the Love which gave  
all these their meaning.**

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*"... is a difficult job for it demands clear thinking, diplomacy, and ... the strength of one's convictions."*



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*"... a solid preparation that entails the growth of mental discipline and the growth of a love of knowledge."*



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*"... The atmosphere of Christianity ... unites the members of Catholic University."*





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*"... phase of college life that contributes ... to his physical ... ethical and moral well-being."*



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*"... the experience affords ... the opportunity for the development of leadership qualities ..."*



## SOCIAL . . . . . 114

*"... a facet ... among the formative elements of the student's education."*



## UNDERCLASS . . . . . 146

*"... there is always that bond between class members ... each has gone through the same trials ... and shared the same experiences."*



## SENIORS . . . . . 202

*"... the added yoke of maturity ..."*



MOST REV. PATRICK A. O'BOYLE, *Archbishop of Washington, Chancellor*

My Dear Students:

I welcome this first opportunity as Rector of communicating through **The Cardinal** my sincere felicitations to the Class of 1958.

In your yearbook, you present, not only the story of a class, but the story of a way of life. That way of life is based on the perennial wisdom of a Christian humanism that has brought to countless generations over the years, illumination of the mind, discipline of the will, and richness of life.

You of the Class of 1958 have lived in that tradition; and your lives, I believe, reflect its values. For four years you have shared your work and prayer and laughter with young men and women from all parts of the world who have come to this campus to learn a wisdom, as well as a skill, with which they can enrich their own lives and the lives of their generation. As you well know, your education consists, not only in what you have learned, but in what you have become.

Although after June you will not be with us, we of the University family are confident that you will carry to the corners of the world the values which are the meaning of this University's existence. As the Father of that family, I sincerely hope that future years will bring the realization of your fondest dreams.

You will always be welcome here. But until the day that you return, may God be with you in your aspirations and accomplishments.

In the enduring bonds of prayer and friendship,

Devotedly in Our Lord,  
WILLIAM J. McDONALD  
*Rector*





## ADMINISTRATION

**“... is a difficult job for it demands clear thinking, diplomacy, and ... the strength of one's convictions.”**

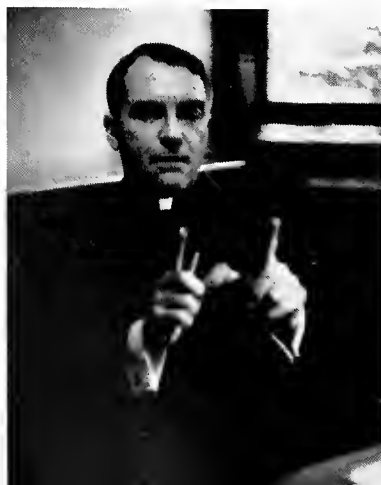
The complex organization that we call a university is a difficult body to run. It is difficult because it includes activities in every sphere of human life. Its job includes the academic, spiritual, social, athletic, extra-curricular life of the students that are enrolled at the university. But, even more generally, the welfare and progress of the university itself are a matter of concern to the administrative heads that run the university. In making decisions the administrative heads must have in mind, at all times, a standard of values which will determine what is most important and what is least important both for the individual good of the student and for the common good of the whole university.

With deft handling, controversies between groups, between opposing theories, and more specifically, between individuals, must be resolved by the administrative heads of the university. This is a difficult job for it demands clear thinking, diplomacy, and, above all, the strength of one's convictions. Without any of these, the smooth-working machinery of a university could be thrown into chaos. In fact, we might almost liken the administration of a large institution like the Catholic University to a large corporation. Without the centralized control that promotes success in industry, a university could be merely a loosely-bound group of offices and departments.



Expansion program continues: Monsignor William J. McDonald, Archbishop Patrick A. O'Boyle and James R. Killian, Presidential Advisor on Technology, participate in the Keane Physics Building dedication ceremonies.

REV. JOSEPH B. MCALLISTER,  
*Assistant to the Rector*



RT. REV. MSGR. JAMES A. MAGNER,  
*Procurator*



RT. REV. MSGR. JOHN J. McCLAFFERTY,  
*Assistant to the Rector for University  
Development*

Within the larger framework of the institution, many smaller groups and organized bodies exist. Coordination of all these phases of the student's life and of all the smaller groups which spring up is a large undertaking for even the most able administrator. At the same time, coordination must exist between the different offices of the university from the Treasurer's Office to the Dean of Students' Office. Without efficient coordination, the individual student under the guidance of the administration would be almost lost in the confusion that would exist.

The machinery of The Catholic University of America



REV. J. RAYMOND FAVRET,  
*Assistant Procurator*



REV. EDWARD F. DOWD,  
*Assistant to the Rector for Spirit-  
ual Services*



REV. RAYMOND B. HAIN,  
*Assistant to the Vice Rector*





DR. ROY J. DEFERRARI,  
*Secretary General*

MR. JAMES J. MCPADDEN,  
*Dean of Men*



MISS MARY ELINOR SMITH,  
*Dean of Women*



REV. MAXIMILIAN G. DUMAN, O.S.B.,  
*University Chaplain for Women*



MISS CATHERINE R. RICH,  
*Registrar*





MRS. MARY T. DALEY,  
*Director of the Bureau of Public Relations*



MR. EUGENE P. WILLGING,  
*Director of the Library*

is geared to run at the most efficient pace possible. Coordination between various offices and departments of the University is guided zealously by the administrative heads because they are well aware of its importance. Naturally this efficiency demands a large staff with clearly outlined tasks for each position. Overlapping of jobs is a factor that acts deterrently toward the efficient administration of any large institution. It is an evil that must be avoided, particularly in university life, if the aim of the university is to be realized. It is for this reason that the offices of the University, such as University Chaplain, Treasurer, Academic Dean, Personnel Dean, are clearly outlined both in their functions and in their spheres of activity.

A meeting of minds: the Rector's reception for the faculty.





## ACADEMIC LIFE

**“... a solid preparation that entails the growth of mental discipline and the growth of a love of knowledge.”**

In this day of professionalism, it is a common thing for the observer to lose sight of the basic elements of education that are absorbed by the professional man and the wage-earner alike in their educational growth. It has become increasingly easier to forget that the successful man is the end-product of a process that has correlated basic cultural knowledge with the more specialized knowledge of a chosen field. This correlation, or process of climbing from the preparation stage to a solidly grounded specialization, takes the name of **college**. It has been said many times that the purpose of college is to prepare one's self for the role one must play in life. It was for this purpose that The Catholic University of America was first founded, and it is the purpose which governs the decisions of that University.

To give to the nation well-rounded citizens who will participate in and take the initiative in their respective social spheres is the noblest goal an educator can achieve. Toward this goal, then, the educational system employed at the University is aimed, from the preparatory years to the culminating years. The specialization that occurs in later years of the college education must have as its foundation a solid preparation that entails the growth of mental discipline and the growth of a love of knowledge.

Discipline of the mind and the gaining of a broad cultural background, then, are among the first goals toward which the educator strives. Accordingly, the faceless mass of first-year students are thrust into a pro-



## preparatory disciplines

“... specialization ... must have ... a solid preparation ...”

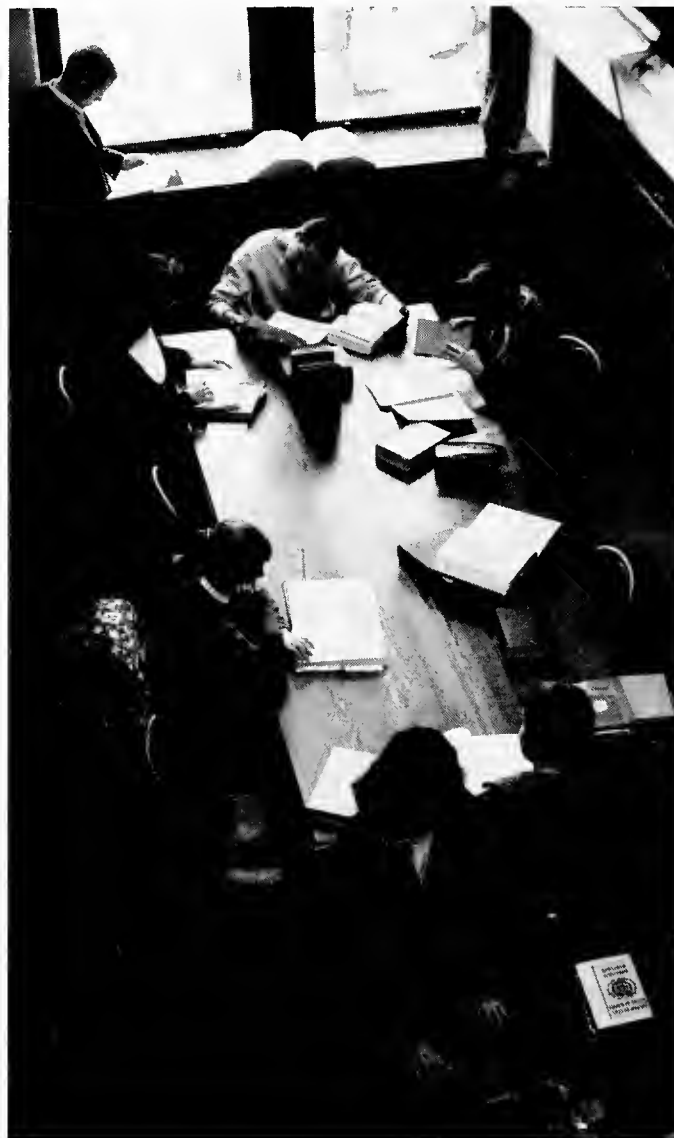
gram that will start them on their way. This attempt at mastery of fundamental knowledge and disciplines holds for the engineer as well as the scholar in humanities, for the architect as well as for the physicist.

In an instance of training on the basic level every freshman applies himself to the principles of English rhetoric. Learning the art of effective, accurate, precisely written communication is an indispensable acquirement for the man who has anything at all to say. Even the architect, whose concepts seem at first glance reducible to model or plan, must in the end rely on verbal expression to make clear what lies behind his creation.

Probably, the most rigorous discipline exerted on the freshman's mind is the rugged pursuit of the Greek or Latin language. At the same time, the knowledge of our cultural heritage which this study affords is a long-range investment in our cultural future. The precision and accuracy which the ancient languages demand is the test of the mettle of the true student.

Stamping its discipline upon the fertile mind, the study of Greek opens the door to intellectual achievement.

Pre-class confabs occasionally brush class content.



The biology novice enters for the first time the wondrous world of the microbe.





Habits of accuracy develop in the young chemist.

A more literal "test of the student's mettle" is found particularly in the freshman's study of chemistry and, more generally, in the study of any aspect of the realm of science. Along with the ancient languages as rigorous disciplinarians of the mind goes the painstaking study of biology. The hours spent in the laboratory, studying and dissecting various specimens of plant and animal life at once increase the student's analytic powers and polish the scientific facet of his future well-rounded life.

Another study thrust on the freshman's college career is the study of a foreign language, which most undergraduates think a necessary evil. But the assimilation of a foreign language and its accompanying culture is a cultural benefit that adds immeasurably to the complex composite we call a well-educated man. The appli-





A math teacher clarifies an obscure point: progress is resumed.

We come, we see, will we conquer?



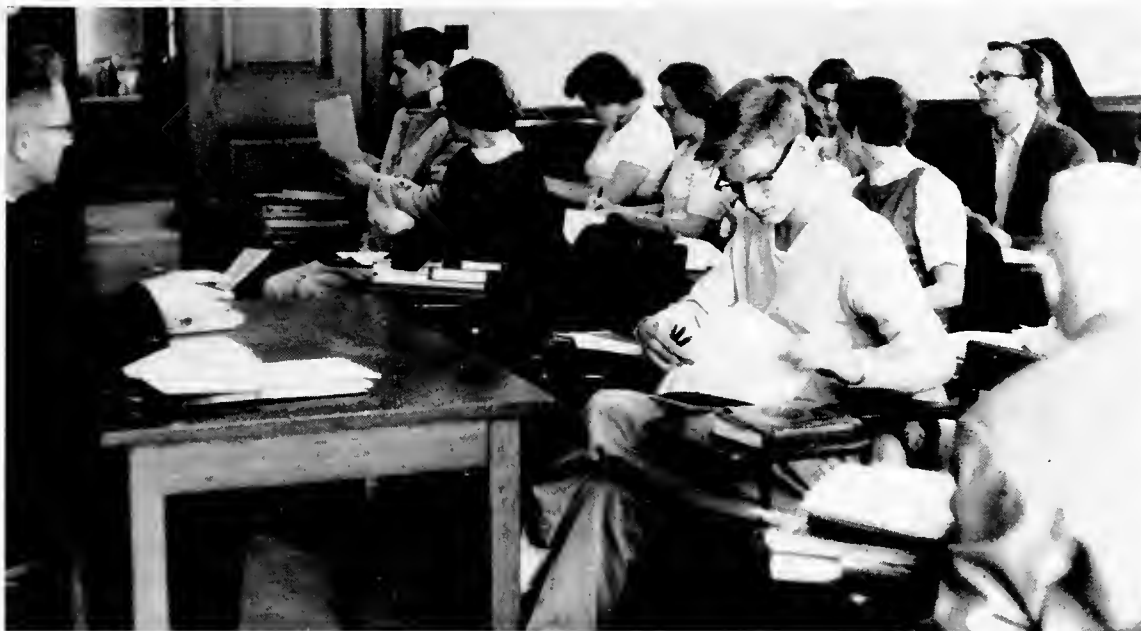
The whetstone bridge brings up a snag; progress is checked.



The elements of Western European History provide a foundation for the liberal education.







Providing the freshman with a cultural and linguistic foundation, the study of German.

Ici on parle—or tries—français.

cation of given rules and principles to given materials, in foreign languages as well as in mathematics, gives much-needed practice to the student's powers of reasoning and concentration.

This introduction to an alien language and culture also serves to whet an interest in the culture of his own country. This interest we call history. The study of western civilization deals in "heritage," the relation of past action and problem to the present. A striking feature in the study of history at the University is the fact that the course is taught in order to make the student **think**. Far from being merely a memory course, the essay-type question is the true test of the student's knowledge as he is required to analyze the cause-effect relationships existing in our past.

Thus, the education of the college student is begun in his preparatory years from every aspect of his cultural needs. Science, history, English, foreign culture and the ancient cultures are the firm ground on which his house of culture is built.

Developing the skills necessary for the further amassing of knowledge is the next step the University student embarks upon. Having a firm grasp of the basic prin-



## application of principles

“... the student is enabled to evaluate and criticize intelligently.”

ciples, he begins to build on these the more specified knowledge of his field. Included in the programs of most of the major fields is the Reading List course. Here the student reads the works and theories of eminent men in his chosen field. By applying to his reading the skills of observation and analysis already learned, he is enabled to evaluate and criticize intelligently the material presented. His knowledge of his field is broadened; his mind is opened by a new appreciation of the multiple facets which go into its composition.

In the college career, philosophy provides the necessary integration of an otherwise departmental education by giving the student an appreciation of man's position in the universe, in relation to God and society. Every student is required to take six philosophy courses, which ultimately develop in him the habit of seeing his field in relation to other fields.

Probably one of the most well-rounded fields of concentration is, and has to be, the field of education. From methods of teaching, to psychology, to geography, the would-be teacher must have at her fingertips the answers to all the “Why’s?” and the “What for’s?” that come out of the mouths of babes. To be patient and tender, yet to be stern and authoritative is the difficult nexus of roles which the would-be teacher must achieve. Towards this end, a semester of practice teaching is aimed. It hardly seems this is a college course when both the child and the “teacher” enjoy it so much.



Turning up the light of human reason . . .



And they call this teaching profession work?

From classroom theory to classroom application—the student teacher.





Witness for the defense—the student architect justifies his creation before the judging board.

The student in the fields of music or art is confronted with the specific task of developing his own personal skills of creation and performance, in addition to familiarizing himself with the background of his art, its techniques and the works of its acclaimed masters. This process requires not only academic study, but also hours of solitary diligence in order to render a work of art into its most perfect form. The college student brings to these fields the wealth of his intellectual discipline learned in his college preparation, which enriches that art and gives it new depths of meaning through his contact with other fields of learning.

The development of engineers and architects involves a complex program of learning and perfecting skills and practices. He studies the principles on which his profession is based and learns from practical experience the application of these principles to specific problems and instances.

The engineer and the architect will go out into the industrial world, a builder, a designer or a technician.

Basics mastered, the critical sense is fostered.

CU Chorus formula for success: perfection = talent plus practice.



Composition: the advancing music student expresses his personal experience in terms of the artistic whole.

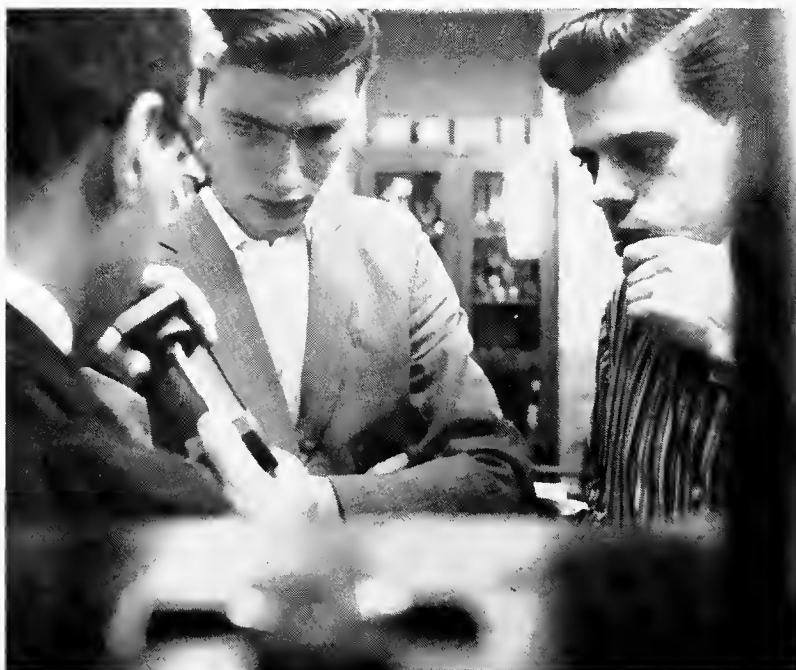




The ability to interpret the machine's findings is but one of the many goals of the mechanical engineering student.



Experimentation—the essential training of all engineers—is here evidenced by the tensile test.





"The word, even the most contradictory word, preserves contact—it is silence which isolates."

Auditory perception in the child is checked by periodic testing by Speech Therapy students.

His book-knowledge will have to be supplemented with practical experience, and that is the program of development he follows here. To apply this knowledge students of architecture are assigned design problems such as an architect's office, a supermarket, a hotel or a shopping center. The final presentation of the project is submitted by model and architectural drawings.

The engineer spends a great deal of time in the laboratory and on field trips. In the lab, experiments are conducted for the purposes of analyzing and testing various industrial materials, which serve to illustrate the principles of engineering studied in class. Field trips provide the civil engineer with practice in surveying and an opportunity to observe topographical conditions at first hand. Of great importance to this school is the development of accuracy with the various instruments used in the profession.





Dad fidgets under two pairs of sympathetic eyes.

The school of Nursing Education has as its purpose the development of the student as a professional nurse imbued with Catholic philosophy. At the start of her fourth semester, the nurse leaves behind her the study of those subjects which have developed her as an intelligent, liberally educated woman, although she never discards the knowledge gained from them. Entering into hospital training, she develops the knowledge and skill necessary for the profession to which she has dedicated her life.

The undergraduate nurse becomes familiar with the various phases of nursing, ranging from public health nursing to the highly specialized field of surgical techniques. The welfare and care of the patient are her chief concerns in hospital training and the application of the theories learned in class, as with all professions, puts into practice the skill developed not only in bedside techniques, but also in clinical and medical practices.

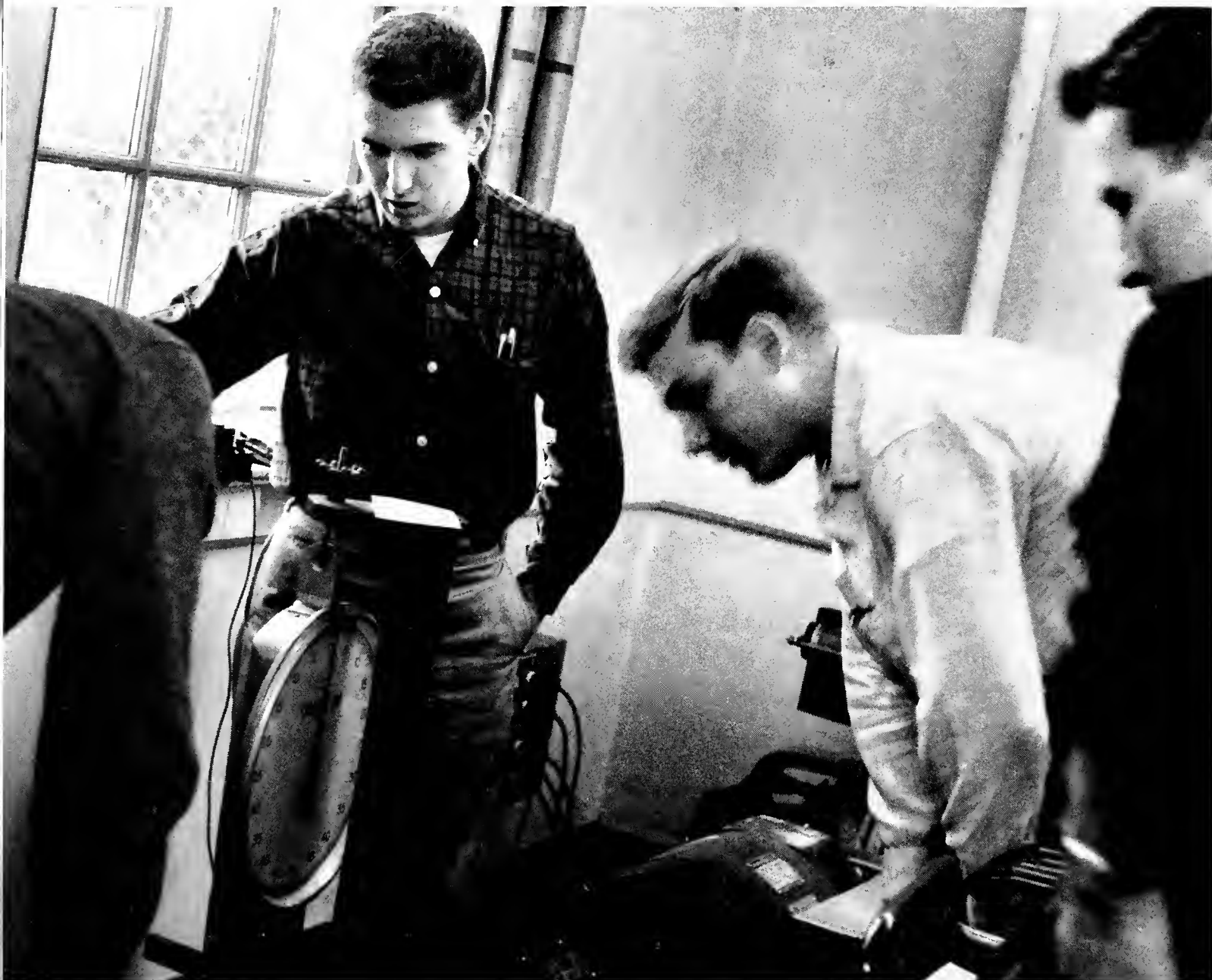




Where classroom instruction ends, practical application begins.

The pre-professional dental visit. Ingredients: patient, dental student and that indispensable quantity, the nurse.

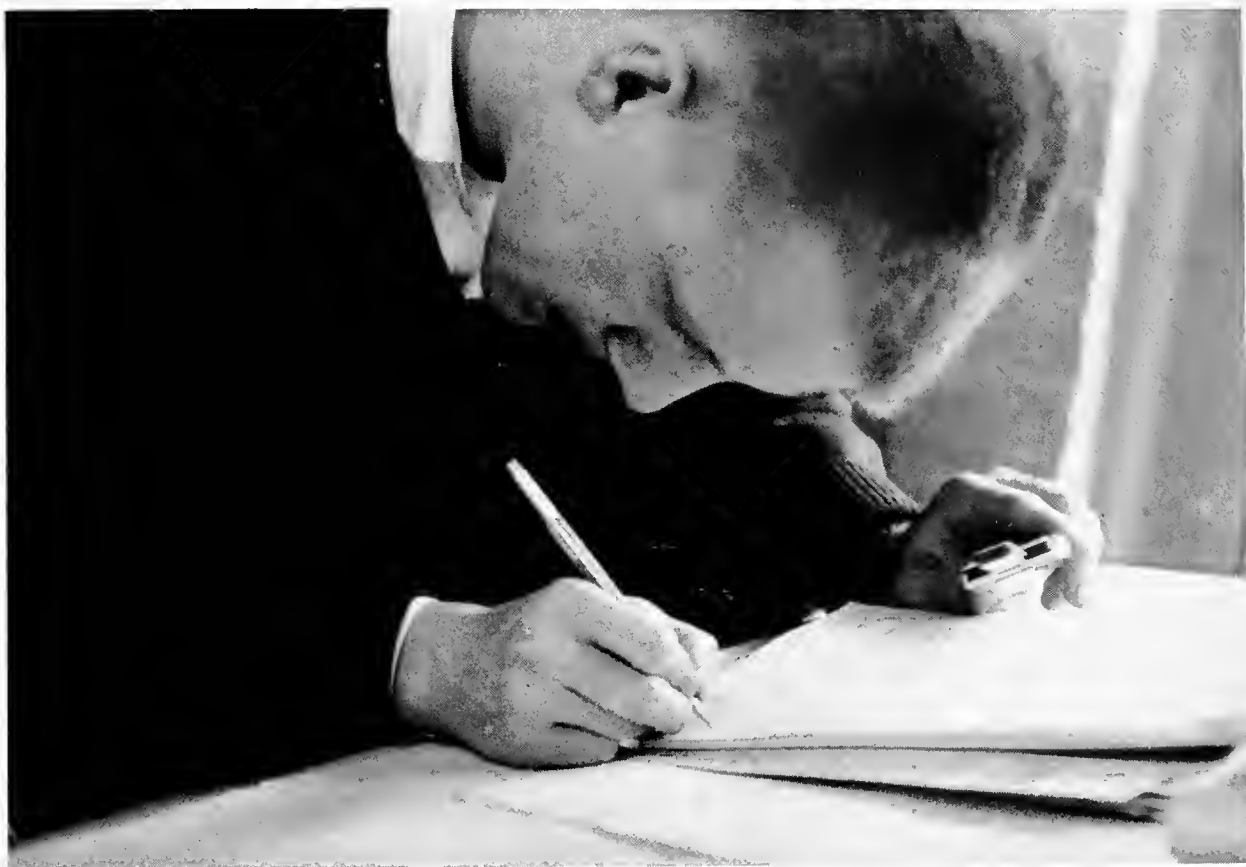




Electrical engineers conquer the intricacies of the prony brake test.

Before the application of the theories learned in any field can occur, those theories must be paralleled with one another and evaluated in view of contrasting theories. This principle of education holds as true in engineering as well as in nursing or the arts. The engineer must compare methods of procedure and estimate the value of each economically and efficiently. Society will in the future depend on his achievements for safety and security. What he builds must therefore be reliable; any phase of engineering demands this quality whether it be electrical or aeronautical.

Reliability is also the keynote of the military program at Catholic University. To an even greater extent, perhaps, society will depend for safety and security on



The realization of a design requires hours of painstaking double-checking by slide rule.

The "boys in blue" strike up acquaintance with their future part-time abode.



Admetus laughingly succumbs to Heracles' veiled term of friendship.

America's armed forces. Discipline of the mind and the body through military procedure will ensure this reliability in America's youth.

"Practice makes perfect" is possibly too trite a maxim to apply to the development of the student in Speech and Drama. But whether it is trite or not, it more than adequately describes the intermediate years of the drama student's college life. "The show's the thing" is the golden rule of the drama major, whether the student's participation is centered on technicality or creativity of production. Set-designing, method of makeup, lighting, blocking and prop-handling seem minor studies or tasks in themselves, but in the totality of the whole play they may spell success or failure. With this principle in mind, the Department develops in its students an understanding of the whole realm of theater.

A vital element of the finished production is the art of applying make-up.





## the apex of education

“... the correlation of all into a unified whole ...”

With the culmination of the preparatory and development stages of the college career, the real work of education begins. The student enters his major field in his last two years with well-laid foundations in every field of knowledge. The coordination of facts and principles and the correlation of all into a unified whole begins. The student takes courses that seem almost isolated from his main interests, yet the aim of education has not been achieved if that student cannot fit this “isolated” study into a survey view of his field. The importance of observing and amassing data cannot be described; but to what avail if the student cannot analyze and synthesize the data he has gathered?

To teach a man to think with precision, with clarity and with originality is the purpose of college and it is this purpose that is emphasized most in the last two years. In the field of biology to know all the muscles of the cat is merely to know a conglomeration of fact. But to go beyond this knowledge, to relate this data to other biological specimens and to arrive at a knowledge



Assimilation and coordination of four years' work—the biology seminar.





Art concentrators examine the underlying unity, idea and order which must form the basis of the true work of art.

The artist's concept undergoes some necessary alterations en route from mind to design.





Complex problems of advanced chemistry demand patience and cooperation.

of biological principles requires a synthesizing mind—a mind that has the initiative and the drive to theorize and substantiate those theories.

By the same reasoning the art major in college arrives at a knowledge of art theory that has developed through the ages. Mere recognition of a work of art from one of the Egyptian stages and the dating of its composition is useless unless it is a facet in the overall picture of the field. This same correlation of knowledge is present in the field of chemistry. The atomic structure of benzene, for example, is merely a fact to the chemist—but it is a fact that opens up the door to unlimited investigation. Through experimentation, diligent and painstaking, the chemist, too, is able to theorize and to explore new possibilities.





The final touch—mechanical confirmation of the economist's efforts.

Students in elementary education renew their long-lost acquaintance with geography.



A pause to underscore.





The Atomic Reactor—latest addition to the campus—envisions scientific aspects of the future.

In all fields, to think clearly is the principal requirement and to coordinate the thoughts of the student is the purpose of the seminar course. In the College of Arts and Sciences nearly every major field requires the completion of such a course, for it is the seminar that solidifies the random gleanings and gives meaning to the whole process.

Contrasting and parallel theories of economics, education, literature and philosophy are thrashed out and viewed from every aspect in the seminar. Yet at the same time, every faculty of the analytic mind is brought to bear on particular subjects and every general principle of the individual field is applied in order to criticize and evaluate the subject under discussion.



Attempting to harness infinity, the mathematician is limited by his own capacity and drive.

Philosophy, too, has its lighter moments.





Concentrators in "that social science which deals with the past actions of men in society, taken in chronological order with due regard to causal connections."

Even in the more technical fields of mathematics and physics, the seminar course allows the student to view specific data in the light of underlying principles. The logic of mathematics extends itself, by its very nature, into the abstract and therefore the mathematician must be able to think and to think clearly. The physicist, like the biologist and the chemist, must, by his senior year, have shown the initiative and drive to theorize and explore his chosen field.

In the seminar in history, a sudden realization of the cause-effect relationships of freshman-year history occurs. The history major learns to correlate all the mass of historical data and to trace the growth and development of mankind. As in all other fields, to dig beneath the facts and to find the underlying causes and stimuli of occurrences is their goal. Yet, as in many fields, it is difficult, almost impossible, to arrive at iron-clad conclusions.

The culmination of knowledge may be seen more concretely in the accomplishments of the music major.

Historians-to-be exchange views with one another and faculty advisor in the senior seminar.



Performance under pressure—the test of the future public leader.





Mastery of the woodwind . . . a feat attempted by the student of music.

Weeks of diligent toil are endured by the senior musicians and all the knowledge they have gleaned in the past four years goes into the performance of their senior recital. Here, the synthesis of creative imagination and theory may be viewed in the closest union and the musician's presentation of the world's masterful compositions must symbolize this union.

The aesthetic enjoyment of music is not too widely divergent from that which the nurse gains from the study of her field. To help mankind is a purpose paralleled in both fields, which meet in the study of musical therapy. The accumulation of factual data in the field of nursing is geared to produce a nurse that can handle any emergency that arises. With this goal in mind, the nurse spends many hours in the hospital seeing her profession in practice.



The future performer or teacher gives meaning to the phrase "practice makes perfect".



The human personality finds artistic expression in the creation of a character from the words of the playwright.

The student director molds many such personalities into his unique concept of the dramatic production—his own lah show.





The coordination of theory and practice is a main factor in still another field—the study of speech and drama. From the fundamental study of tonal modulation in freshman year to the directing of a lab show in senior year, the drama major employs his time in the practical application of the principles he learns. Many hours are spent throughout the four years of his college career studying theory and technique and observing drama production from a critical viewpoint. The same amount of diligence and concentration is displayed by each student whether he is playing a bit part or the leading role. In either case, he must assume a character and project that character to the audience. His sincerity, warmth and credibility are the standards by which he will judge himself and will be judged by those watching. Of immense help to the student is the critical evaluation that is offered by the Department and by his fellow-students after each dramatic attempt.

The art of the swift and well-placed injection separates the nurses from the doctors.



A life under the fingertips—the nurse's vocation.









Not even the slightest error escapes the scrupulous eye of the architect.

A lifelike portrayal of the architect's design is effected in the three dimensional model.



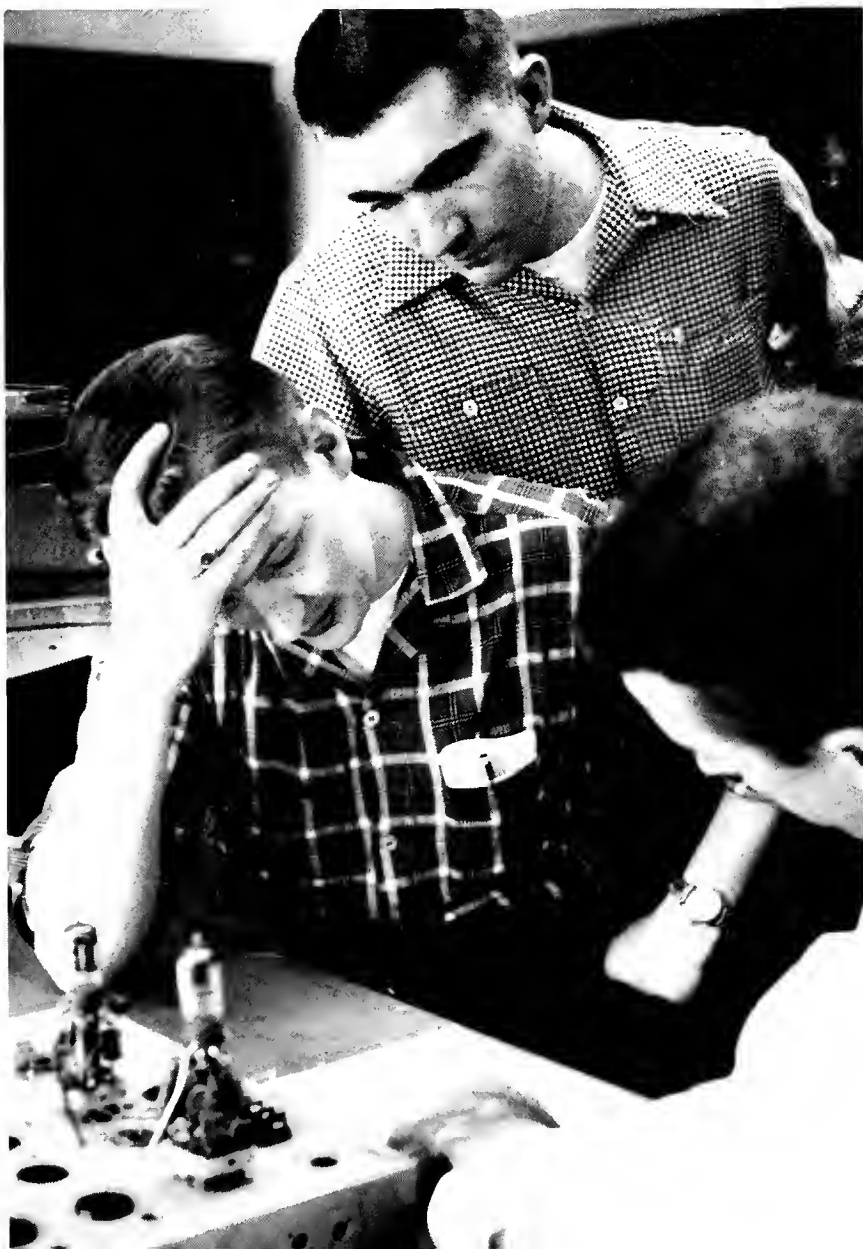
Like the fields of art, music and drama, architecture is a major that demands a great amount of imaginative ability. But the architect too must first apply himself to the basic principles of his field learned in freshman and sophomore design courses. By his senior year, the architect is expected to show imaginative talent coupled with the background of theory—the fusion that is the mark of a successful architect. His ability to think clearly and to express those thoughts visually is the aim of the Architecture Department. The application of the principles learned is seen in the various projects required of the student on which he must focus all of his attention and submit the results of his concentrated effort.

The thesis of the prospective aeronautical engineer and the field work of the civil engineer are further examples of this last phase in the process of education. Correlation and coordination of knowledge exists on



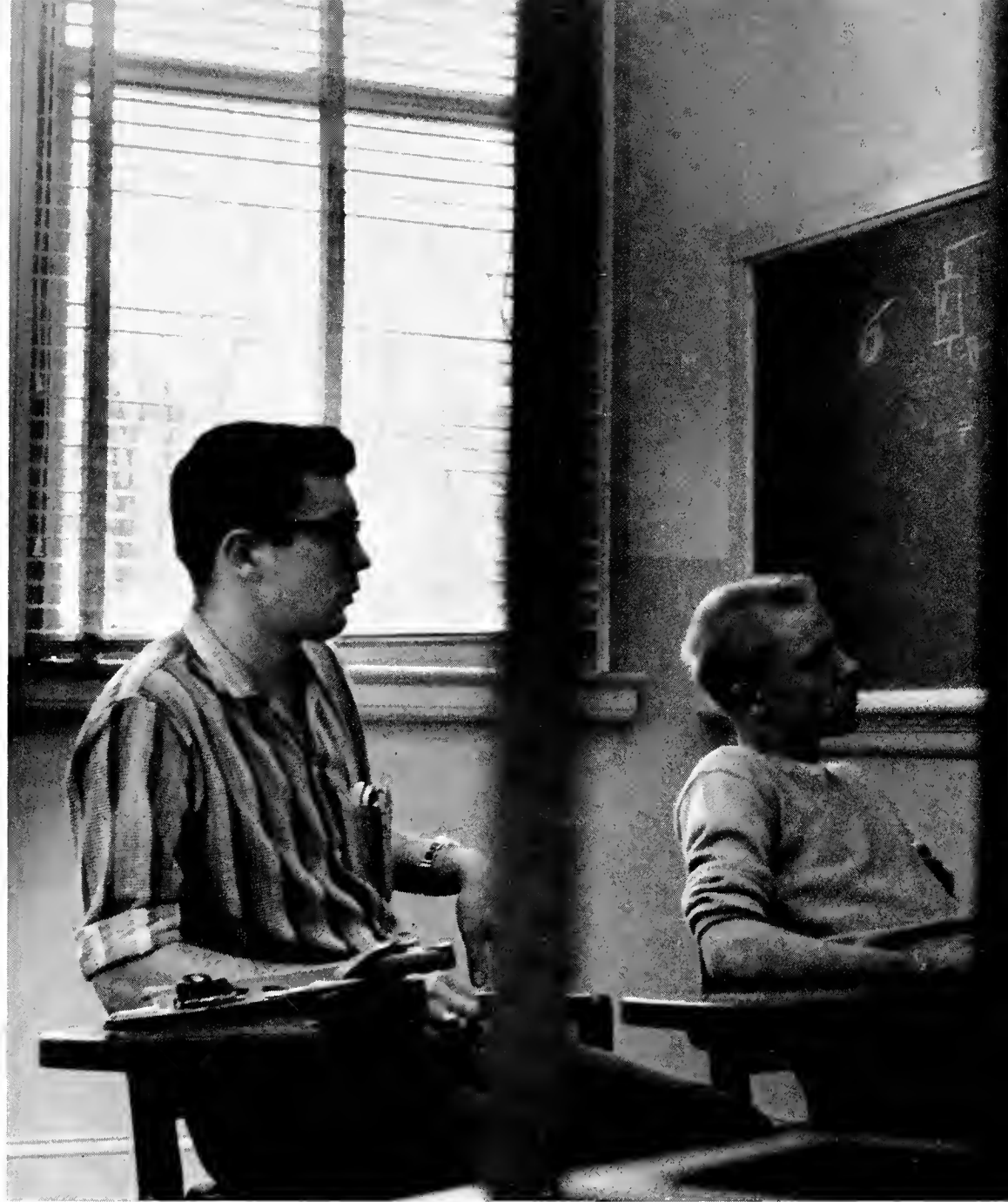
Momentary adjustments insure smooth operation of the wind tunnel.

Is a puzzlement: how to discover the specific characteristics of the electron tube.



The experimenting aeronautical engineer exercises constant vigilance with respect to changing details.





Senior mechanical engineers assemble and correlate four years of data as graduation approaches.

all levels; in fact, it is the summit of the educational process.

In all of the specialized engineering fields, electrical, mechanical, civil, aeronautical, chemical, architectural, practical application is the key phrase. A slide rule can be used to add two and two, but it is the thinking engineer that applies his calculations to the engineering problems with which he is confronted.

This, then, is the end of all education—to graduate thinking individuals who will be able to solve specific problems in their field and in their life no matter what that field may be. As the end of the academic section of this book, the reader has seen how this purpose is accomplished in the academic life of a student at The Catholic University of America. In the remainder of the book, the reader will see how that same purpose is accomplished in every phase of man's social life.



Future planners of highways, causeways and other public conveniences.

and individually.





VERY REVEREND JAMES MARSHALL CAMPBELL,  
*Dean of the College of Arts and Sciences*

DR. ALESSANDRO S.  
CRISAFULLI,  
*Romance Languages*



CLAIRE FONTANINI,  
*Art*



DR. PAUL J. FITZPATRICK, *Economics*



DR. ALOYSIUS K. ZIEGLER,  
*History*

DR. W. GARDNER LYNN,  
*Biology*



REV. GILBERT V. HARTKE,  
*Speech and Drama*



DR. H. EDWARD CAIN,  
*English*



DR. FRANCIS OWEN RICE,  
*Chemistry*

## department heads

### arts and sciences

Every department of the University is geared to produce the thinking student and to help him integrate the knowledge he gains over the four-year span. To achieve this integration, the student must be guided closely in his college career and it is toward this end that the various heads and faculty members of the University departments work. Through their guidance and advice, the student arranges his courses to his best advantage. Difficulties with specific courses and phases of the student's education are ironed out under their supervision. This supervision and guidance are, perhaps, the most important elements in the University's aim of producing the "whole" man. Not only do these men expend themselves advising the student in his college career, but in



RT. REV. MSGR. JOHN K. RYAN,  
*Dean of the School of Philosophy*

DR. JOHN PAUL,  
*Music*



DR. MARTIN R. P. MCGUIRE,  
*Greek and Latin*



DR. KARL F. HERZFELD,  
*Physics*



LT. COL. WILFRED P. KENNA,  
*Air Science*



RT. REV. MSGR. FRANCIS J.  
HOULAHAN,  
*Education*

REV. GERARD S. SLOYAN,  
*Religious Education*



DR. CHARLES N. R. MCCOY,  
*Politics*



DR. RAYMOND W. MOLLER,  
*Mathematics*





MR. DONALD E. MARLOWE,  
*Dean of the School of Engineering and Architecture*

MR. FRANK A. BIBERSTEIN,  
*Civil Engineering*



## engineering and architecture

most cases, their advice lays the groundwork for the student's plan of life after college.

As mentors of such large numbers of students, many hours of diligent toil are required of these faculty members and, at times, it may seem there is scant reward for their services. Yet the finished product—the graduating senior of The Catholic University of America—is a tribute to the efforts of these educators. Over and above their official capacity, many are known campus-wide as “the student's friend.” This is hardly a fitting token of gratitude for their efforts, but theirs is a job for which the student's appreciation is rarely expressed. But this does not mean that it is not felt; the studentbody can only utter a much-used phrase—“thank you.”



DR. MAX M. MONK,  
*Aeronautical and Mechanical Engineering*



MR. JOSEPH C. MICHALOWICZ,  
*Electrical Engineering*

DR. THOMAS H. LOCRAFT,  
*Architecture*

## nursing education



SISTER CHARLES MARIE, C.C.U.I., *Dean of the School of Nursing*



LUCILLE E. CORCORAN, *Director of Public Health Nursing*



SISTER CHRISTINE O'GORMAN, *Director of Undergraduate Nursing*





## SPIRITUAL

**“... The atmosphere of Christianity . . .  
unites the members of Catholic University.”**

The fundamental purpose of a university, the education of the “whole” man, is further modified at The Catholic University of America. Here, the added aim is education toward Christian perfection; it is an aim that is fulfilled in several ways. Through courses in the Department of Religious Education, the student is given the principles on which to gear his life. More specifically, he centers his attention on a study of the Bible and dogmatic theology and moral theology. As he enters upon his senior year, attempting to coordinate the knowledge he has gained during his four years, he learns to apply the Catholic principles to the society in which he must live. This application is, as it were, the culmination of his formal training in these principles. Situations existing in the world outside are brought into the classroom—situations which demand clear-

“... religion is not ... confined to a classroom ... it pervades every aspect of campus life.”

Candles illumine the Holy Saturday renewal of baptismal vows.





Prayer is an invaluable aid in the development of informed Christian leadership.

headed solutions and which will demand clear-thinking throughout the rest of the student's life. With even more specialization, the last semester of senior year is devoted to a study of the fundamentals of Christianity in relation to the basic unit of society, the family and the married state.

However, religion is not a thing which can be confined to a classroom for two hours a week, just as it cannot be confined later in life to a half-hour a week. Here at Catholic University it pervades every aspect of campus life, social and personal as well as academic. From the official opening of the school year with the Mass of the Holy Ghost, the religious theme is continued in rosary services, Advent-wreath ceremonies and Lenten services available to all University family members.

St. Vincent's Choir—one of the many available vehicles for student expression.

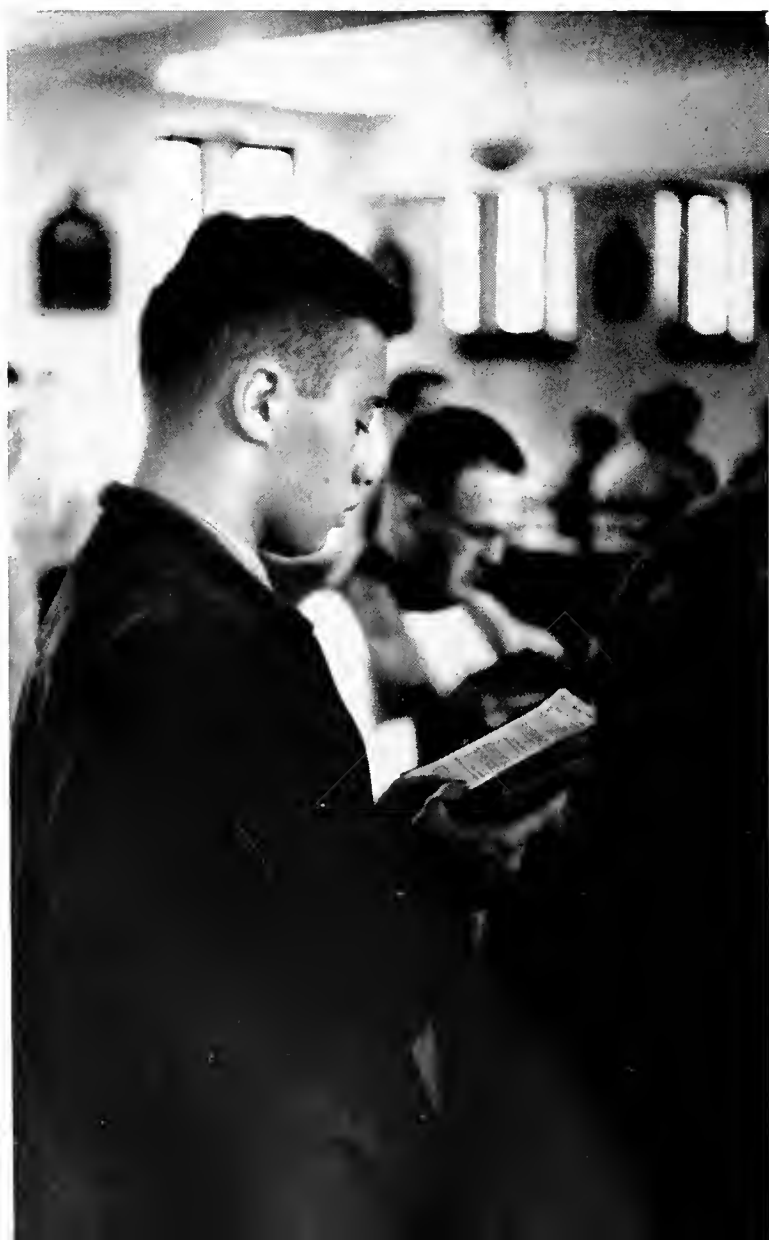




Person to person: the private conference.



REVEREND JOHN J. TRACY, O.S.F.



undergraduates, graduates, and faculty alike. Particularly does the annual retreat give all students an opportunity for guidance, discussion and the spiritual formation which is the objective of the education offered here.

Together with these university-sponsored activities, the students themselves take the initiative in organizing and participating in groups such as the Sodality, Spiritual Council, Holy Name Society and YCS which function and influence all phases of the student's life. More specifically, there is a personal side to the religious life of the University wherein each student is afforded the opportunity to attend daily Mass and to obtain individual guidance when needed. An innovation inspired this year due to the efforts of Father Edward

Spiritual communion with God is sought in the retreat.





Behind the screen of silence, time is taken for soul searching.



REVEREND HENRY V. SATTLER, *Women's Retreat Master*



Teacher to students, student to teachers, the Confraternity of Christian Doctrine instructor instills in the young a respect for Catholic ideas and ideals.

Dowd, Chaplain of the University, was the noon Mass to which students flocked in numbers. Its immediate success is truly symbolic of the pervading Catholic spirit that the University is fostering. In whatever direction the Catholic University student turns he will find an opportunity to know, practice, and really live his faith.

The atmosphere of Christianity generated by all these university- and student-sponsored activities is, in reality, what unites the members of Catholic University in what is often referred to as "the University family." It is this atmosphere which must permeate our life span and, on a wider scale, unites us with all men in brotherhood. A realization of this relationship is one of the aims that our spiritual development at Catholic University engenders. Because of this realization, it can be truly said that Catholic University aims to educate the "whole" man.

Twelve-ten Mass at Gibbons chapel: SRO.





## spiritual council

Reverend Edward Dowd, Stephen Paddock, Reverend Maximilian Duman, Elizabeth Molnar, Donald Calamari, Patricia Tringe, Robert Sonzogni, Carlos Hasfura, Edward Doyle.

## schola cantorum

*Foreground:* John Tooheil, Don Guidotti, *Director.* *Second row:* Ritchie Sherwood, Carl Sustar, Reverend Edward Dowd, *Moderator.* *Third row:* James Conklin, Brennan Curtin, Leonard Augustine, Bernard Pierro. *Fourth row:* Roger Walsh, John Toscano. *Missing:* George Hurd, Richard Burns.



## sodality

*General foreground:* Reverend Maximilian Duman, *Moderator*, Sondra Cruttenden, Patricia Tietjen, Lois Liebel, Bernice Turcotte, Shirley Johnson. *Background:* Maureen Nixon, Barbara DeCarlo, Rosemary Sullivan, Mary Ann Gartland, Margaret O'Brien, Mary Williams, John Bauer, Sally Butler.

## holy name society

Jay Dobbin, Bernard Callan, John Corbett, Reverend Edward Dowd. *Moderator:* William Smith, *President;* Bernard Hemmerling, Lawrence Brady.









## ATHLETICS

**“... phase of college life that contributes  
... to his physical ... ethical and moral  
well-being.”**

At Catholic University the student enjoys another phase of college life that contributes particularly to his physical welfare—athletic endeavor. Not only does this phase contribute to his physical well-being, but also to his ethical and moral well-being through standards of good sportsmanship and fair play. In addition, the relaxation afforded by athletics creates a diversity of interests for the student and fits him for better concentration on studies.

Athletics at Catholic University are offered on all levels of competition—intercollegiate, intramural and individual. Although it is the varsity competition that usually attracts the most spectators it is through intramural and individual competition that the largest part of the student body participate. Any sport is open to anyone who wishes to participate and participation is urged by the Athletic Department.

Soccer, the sport so popular below the border, brought prestige to Catholic University this year for the second



Season's largest turnout viewed through opposition's goal.



Fancy headwork via George Gruher speeds the CU eleven downfield.

successive year by capturing the '57-'58 Mason-Dixon championship. The team, composed of returning veterans and experienced rookies, proved to their opponents just how rough, yet how skillful the sport can be.

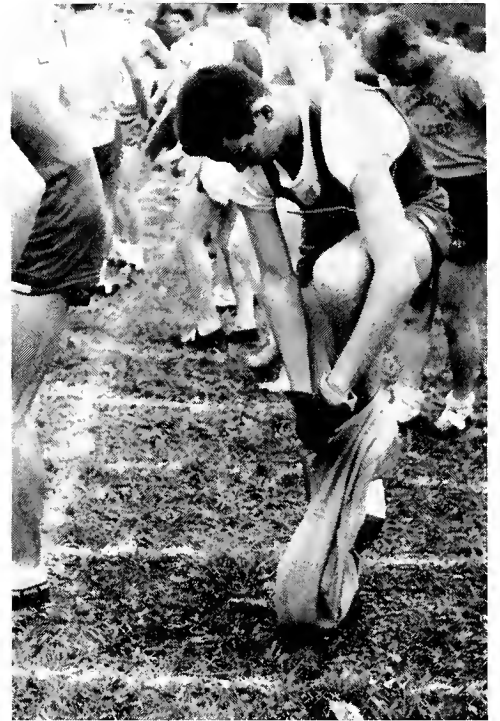
There is, perhaps, no other sport in which team unity is so essential. Coordination, stamina, balance and speed are necessary in every player, even if he is not the top goal-scorer. It is the necessity of playing outside and passing in which gives to the soccerman that spirit of teamwork unique in athletic competition. No one really "stars" in the game of soccer because of this essential teamwork; to no one individual can a victory or a defeat be credited because each and every member of the team

Quick pass sets up national scoring champion Ruben Toral for attempt at goal.





Before the race, a moment for solitary reflection.



Win, lose, or draw, the runner hashes over the particulars of each meet with his trainers.

Rugged endurance, a reserve of energy, and the will to win spell success in cross country competition.





From briefing . . .

is so important to the overall effort. At any one point in the game it may be the goalie who defends his post magnificently or it may be any member on the field who starts an offensive run.

Yet as this teamwork represents but one aspect of competitive sports, there remains a common element found in every phase of the vast athletic realm. To participate in athletics according to the rules of clean and honest sportsmanship is to apply the principles of the moral law to the athlete's daily life. This lesson must be learned early in life in order that the student may attain the stature of the "whole" man—spiritually, morally, mentally and physically.



through sighting . . .

to scoring.







Big Larry Hartnett's stock in trade—the soft layup.

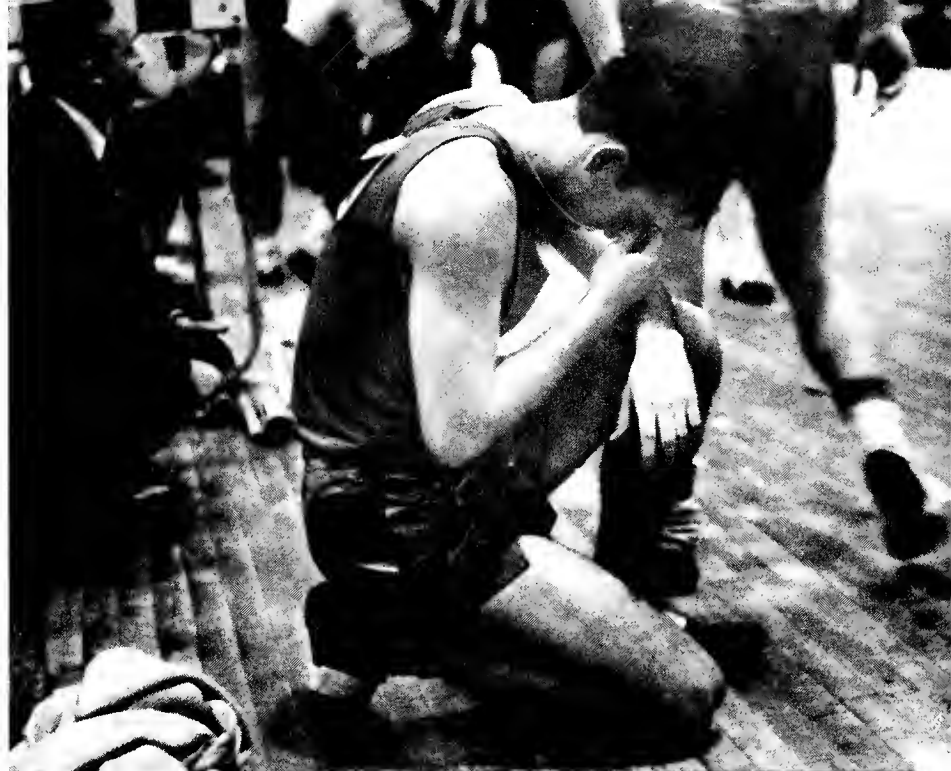
And athletic endeavor has its concrete awards also. When the cross-country runner snaps the tape at the finish line, his laurels may seem small tokens for the effort he has expended. Worth far more is his feeling of a job well done, the improvement made and the promise of contests to come. And for the cross-country runner, the gruelling two-mile course he follows builds up in him an endurance and stamina that will stand him in good stead the rest of his life. Like the channel swimmer, the runner must exercise mind over matter; the mind must control the weary body and push it to the *n*th degree.

Intense competitive drive distinguishes between the mediocre and the outstanding, in basketball as elsewhere.





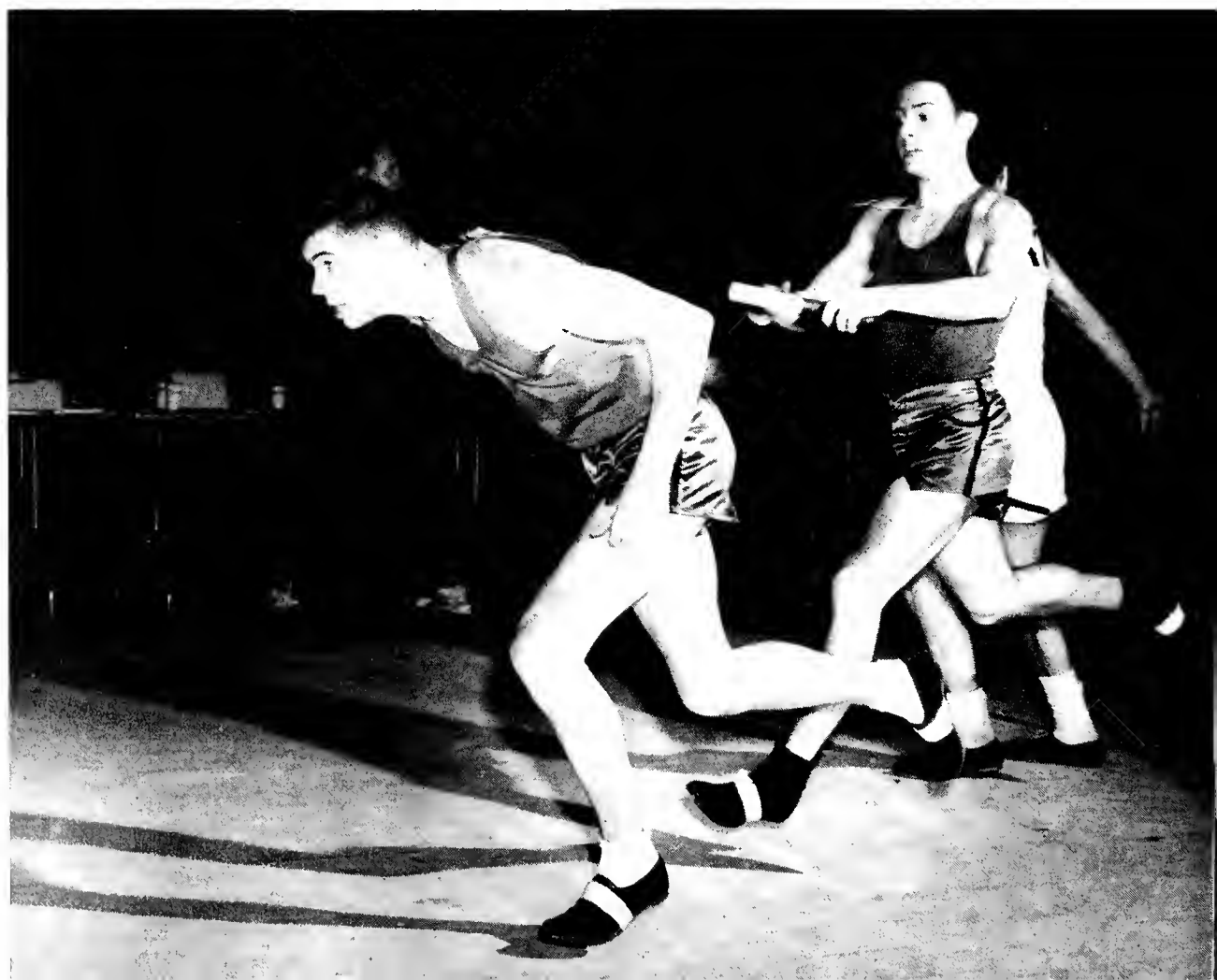
Interesting attempt, John . . .



Calm before the storm—pre-race tension mounts.

No man is an island; no man can stand alone . . .

Precious seconds are saved by the expert baton-pass.





This sense of accomplishment is a factor in still another sport—the rifle team. Although this is an individual endeavor, the rifleman too feels some of the thrill of team unity that marks good sportsmanship. Brilliance might be sporadic, but it is the consistent high scorer who really contributes to the victory of the team.

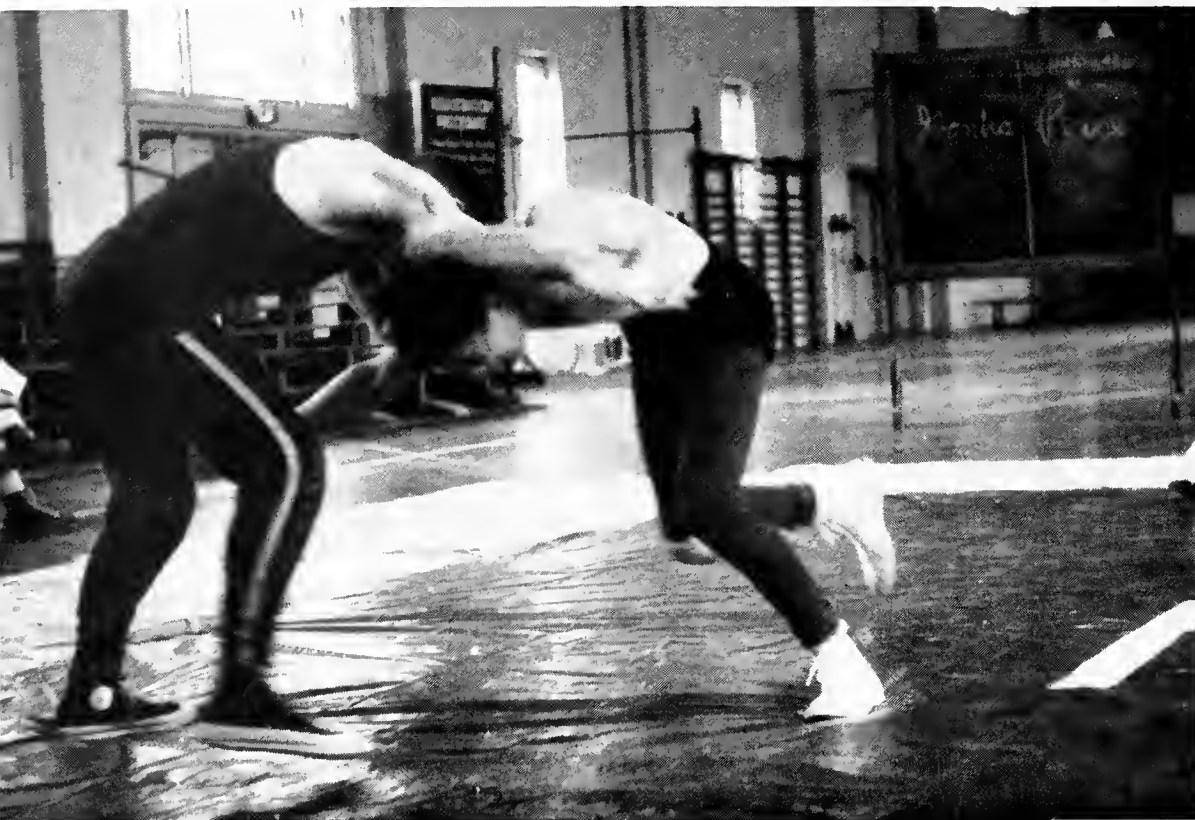
In a more common experience basketball perhaps best exemplifies the molding process inherent in the nature of wholesome competition. A team such as CU's underlines the effect even more. Although this year the record of the Cardinals may not have been perfect, the display of perfectly-timed maneuvers, endurance and perseverance echoed the weeks and months of rugged conditioning

A helping hand for the fleet of foot.



CU sprinter vies with area colleges and District AAU opposition in the Evening Star games.



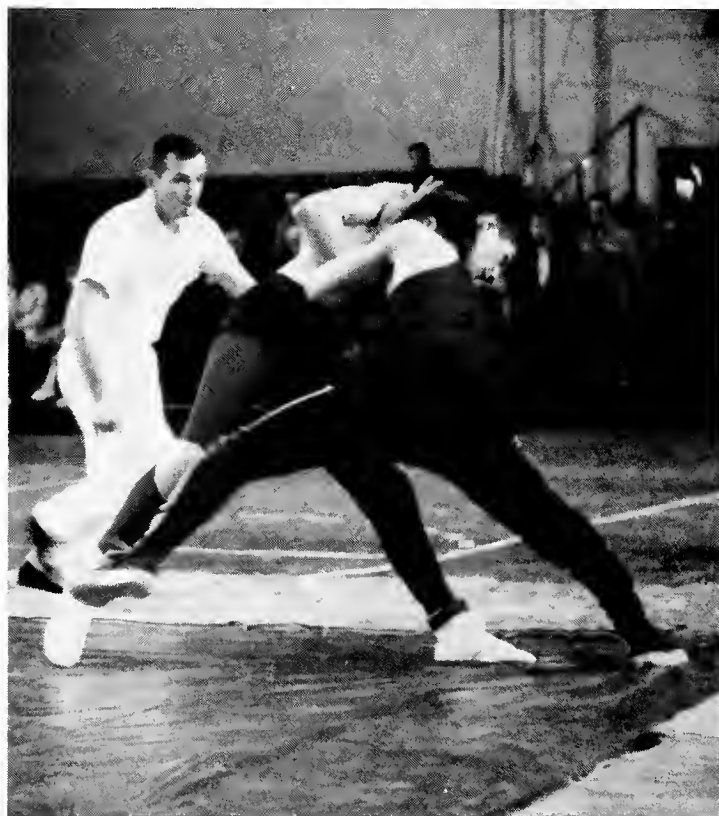


Recipe for wrestling victory—judicious combination of confidence, courage and caution.

Strain and tension mount as two well-matched opponents teeter near mat's edge.

undergone by the team. The physical endurance developed through this conditioning is not the only quality team members gain; mental endurance is developed as well. It is the combination of this physical and mental excellence that gives the team the added energy to put on that last ten-point rally in the last quarter of the game. In basketball also team unity is essential. Harmony with teammates and with opponents is extremely important on the court and with fellow students and others off the court. This is one of the lessons learned by the athlete in any sport.

The lesson of harmony with others is also learned by the trackman. Like the cross-country runner, physical stamina is essential to him also; like the basketball player it must be a physical stamina combined with a mental





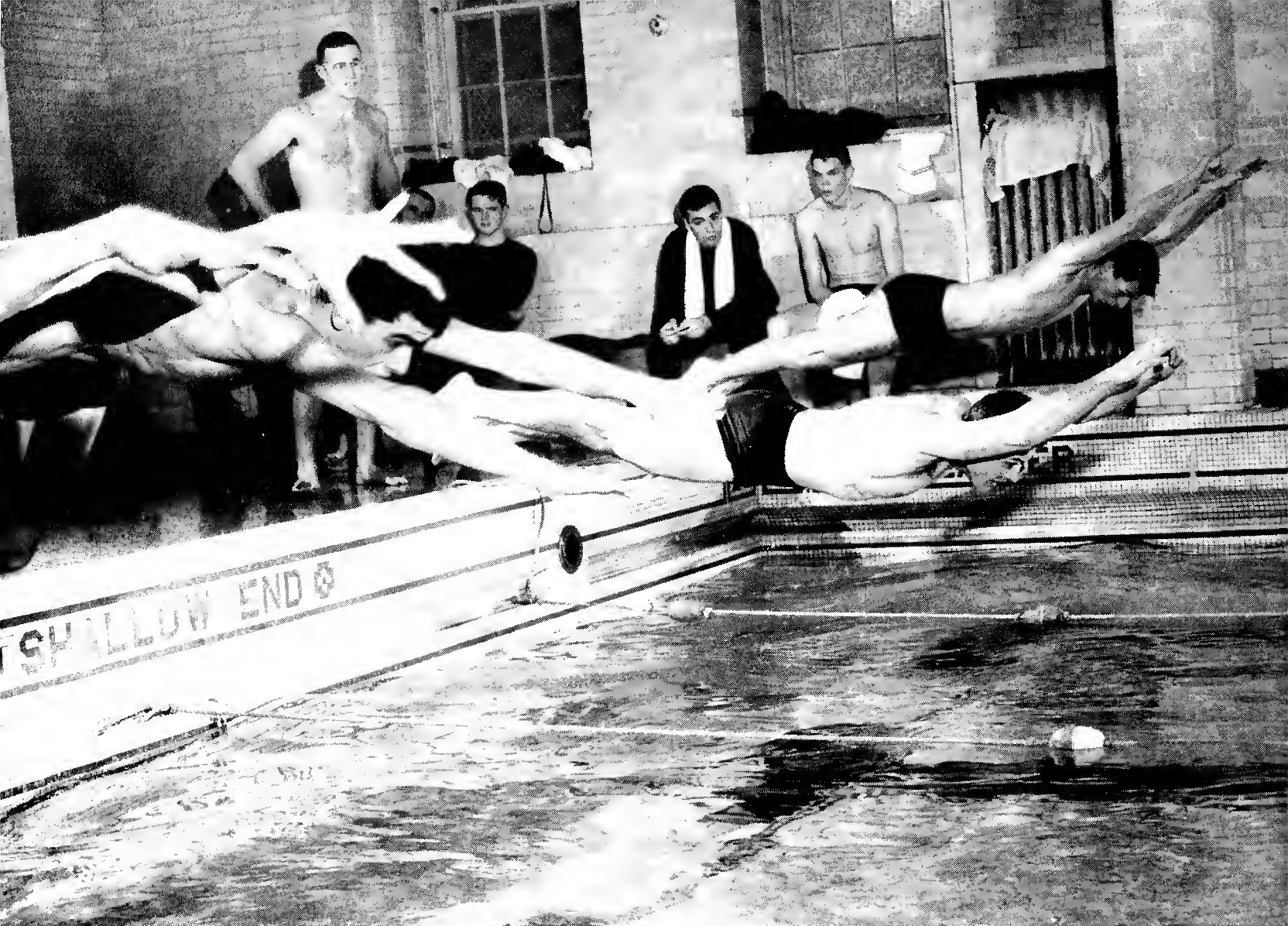
Agility of an acrobat, balance of a gymnast:  
the "down" man escapes.

Teammates and coaches alike offer advice and encouragement from the sidelines.



Weeks of conditioning and practice pay off in a perfect "take-down".





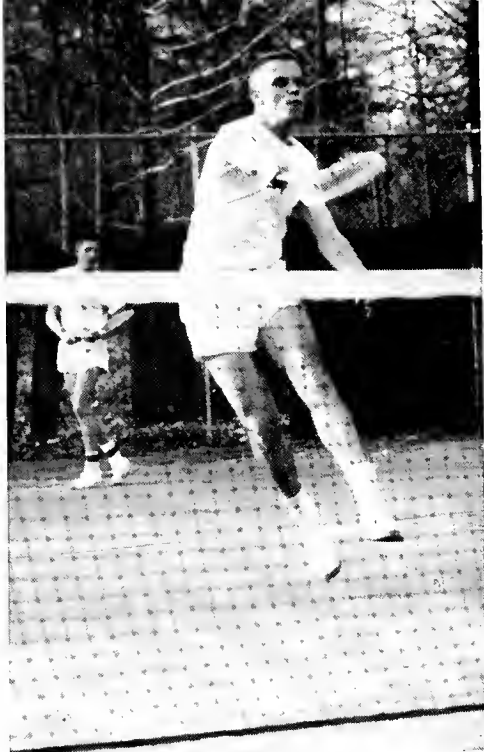
The surge of power at the start determines the final victory or defeat.



Poise, coordination and agility are blended in the art of diving.

stamina. His conditioning is a rugged process and many hours are spent strengthening and limbering muscles in preparation for the few seconds in which he will perform. To know when to break and when to conserve strength is a knowledge gleaned only through perseverance and determination. Further, to live as a part of the modern track era at CU which places emphasis on tenths of a second in intercollegiate competition is to learn that by self-sacrifice there is no limitation to the achievements of human strength, speed and skill.





Tennis doubles team—the ultimate in coordination and cooperation.



Following a backhand "brush" shot, the return is anticipated.

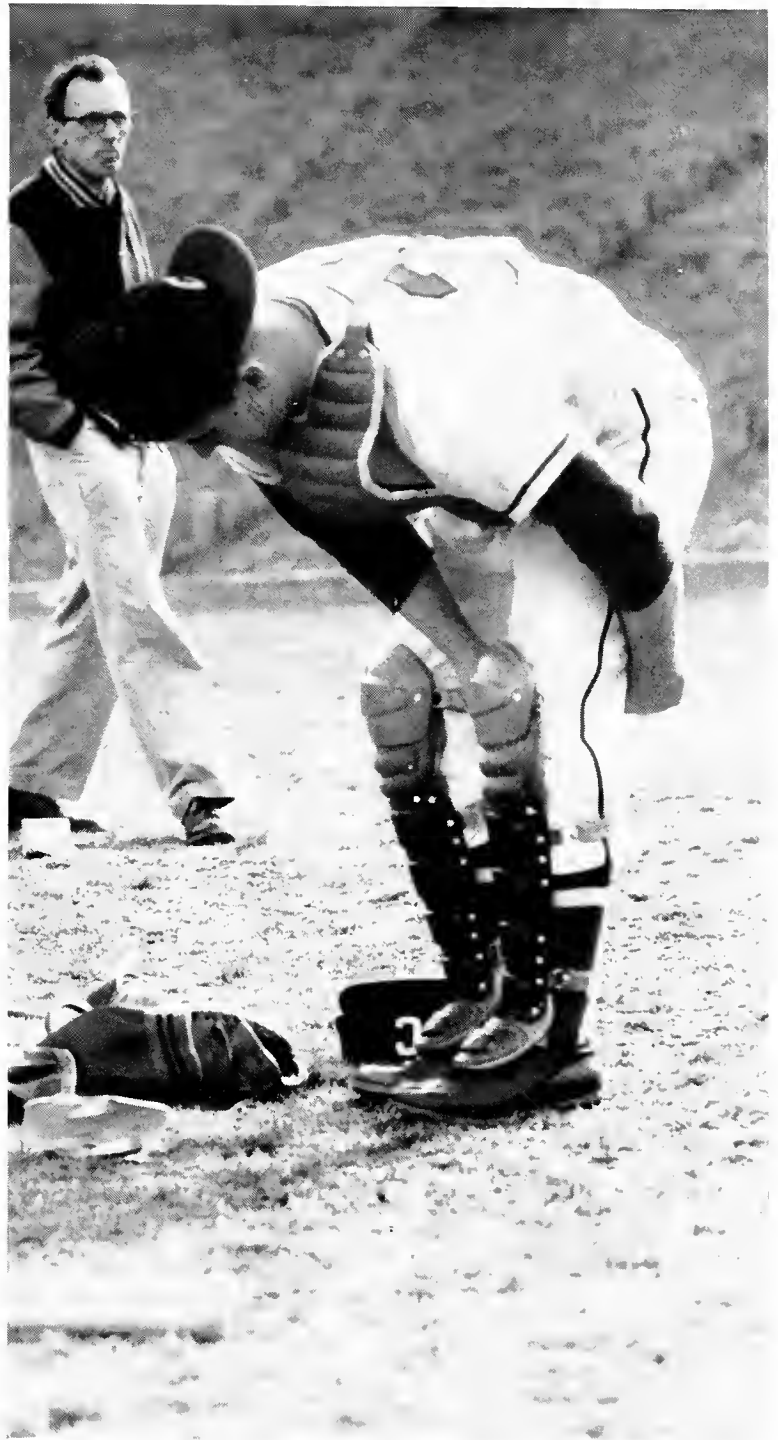
Unceasing concentration—the slightest lapse may cost a point.



A line drive heads for left as the batter heads for a two bagger.



The trials of athletics build endurance. Exhibit A: catcher dons the "tools of ignorance".



This union of man's physical and mental faculties occurs in another sport as well—the sport of wrestling. When the Olympics award sixteen gold medals to grapplers it is with sufficient reason. Deemed the most scientific among sports, it is held with the same esteem at Catholic University as its predecessors conferred upon it. To take advantage of the opponent's momentary weakness and to pin him to the mat requires a rare combination of mental and physical alertness. Yet, in all its greatness, wrestling is the most neglected and misunderstood sport whose enthusiastic followers are mainly of the TV clientele.

Alertness pays off as an over-anxious runner is nailed at second.







Participation in a team sport . . .



. . . teaches the value of cooperative effort.



*Foreground: Jacqueline Romanolo, Patricia Dillon, Captain. Background: Patricia Happ, Charlotte Duchatkiewicz, Crescentia Stark, Patricia Pujda.*

## CHEERLEADERS



CU's spirited morale boosters take the floor.



"Rebounding is ten percent height and ninety percent determination," as witnessed by intramural basketball.

## INTRAMURALS

A variety of events are offered to test the skill of the swimmer. Again, what is to be derived from such competition is not a transient thing. The victory gained in the 100-yard freestyle or the 200-yard backstroke is accomplished by the straining of every muscle, and with such intensity as is seldom seen in any field of sport. At a meet there is tension, something tangible that can be felt even in the humid atmosphere, that can be seen in the swimmer as he urges his muscles to action. All faculties unite in a mastery of the art of perfection.



Intramural program provides ample opportunity to display individual prowess—handball.



This same mastery and perfection are the keynotes of still another sport—tennis. For the tennis player the smashing serve and the line-splitting backcourt stroke spell success. Another quality the tennis player shares in common with other athletes is composure in face of crisis. Assured calmness and self-confidence are qualities he must either master or feign when he faces his opponents.

This same composure and self-confidence must also be on the face of the pitcher and the batter in the sport of baseball. Here, to show weakness may spell defeat. Because of the nationwide popularity of the sport, a ball player is continually before the public eye. An inspiration for the young, a lost ideal for the adult, he knows full well that his public expects a victory. It is for this end he works so hard and so long at batting practice or chasing flies in the outfield. But whether the outcome is victory or defeat, the attempt made to the best of one's ability brings with it a sense of accomplishment.

The road to intramural success—hard work and a soft “lum”.





The one game where it pays to keep your eye on the birdie: badminton.

Columbians defend their title in the girls' intramural league, despite valiant efforts of Chrissie Stark to "get that ball!"





"To err is human." To get out of the rough is the mark of the champion.

Another sport which attracts the CU athlete is sailing. An example of team unity can be seen in this sport also, particularly in the precision and accuracy of their rhythmical strokes. Although it is predominantly a spring sport like baseball, members of the sailing team have to muster physical stamina against the elements of wind and water that often conspire against them on the choppy Potomac.

Such is the sports calendar at Catholic University. It is not a script that can be put in words in advance; each contest brings with it a drama which would never occur without the inspiring efforts of Christian men desiring to become manly Christians. Athletics build a foundation for character; they polish a facet of man's composite structure—the body—and contribute to the well-being of both the body and the soul in his overall development.



## cross-country

George Matthews, Paul Kelty, Michael Halpin, Matthew Mullaney,  
Gerald Barlow, Carl Sustar.





soccer

mason-dixon champions

'57-'58

*Foreground:* George Gruber, Witson Lule, Tommy Sa, Ruben Toral, Luis Suarez, Hicabi Emekli, *Coach:* Bert Buckley, *Background:* Cesar Lengua, Ralph Mojica, Luis Alas, Guillermo Enciso, Leon Kalinowski, Mario Ramirez, Johnny Rodriguez, Roberto Pumarejo, Julio Alancartie, Brother Greco, Brother Finbar Conroy, Jorge Blanco, Guillermo Mojica.



## basketball

*Kneeling, left to right: James T. Reilly, Coach; Bob Comstock, Bob Talbot, Mike O'Donnell, Mike Greene. Standing, left to right: Larry Hartnett, Don Exner, Walter Hebb, Jon Voight, John Lynagh, Arthur Carroll, Marty Mitchell, Jerry Carbone, Manager.*

rifle

*Standing:* Don Burke, Jim Starkey, Paul Burke, Pete Probst. *Kneeling:* Joseph Nuzzi, M/Sgt. Clarence Leither, *Coach:* Eleanor Anderson, Fred Case, Jon Rubenzer.





## sailing

*Left to right: Mary Jo Spigelmire, Craig Wolff, Patricia Pujda, Gail McCutcheon, Ronald Clark, Thomas Willmon, Crescentia Stark, Robert Caffrey, Patricia Bond, Mary Shanahan, Kathryn Hulton, Mary Williams, Albert Miotto, Patricia Donahue.*



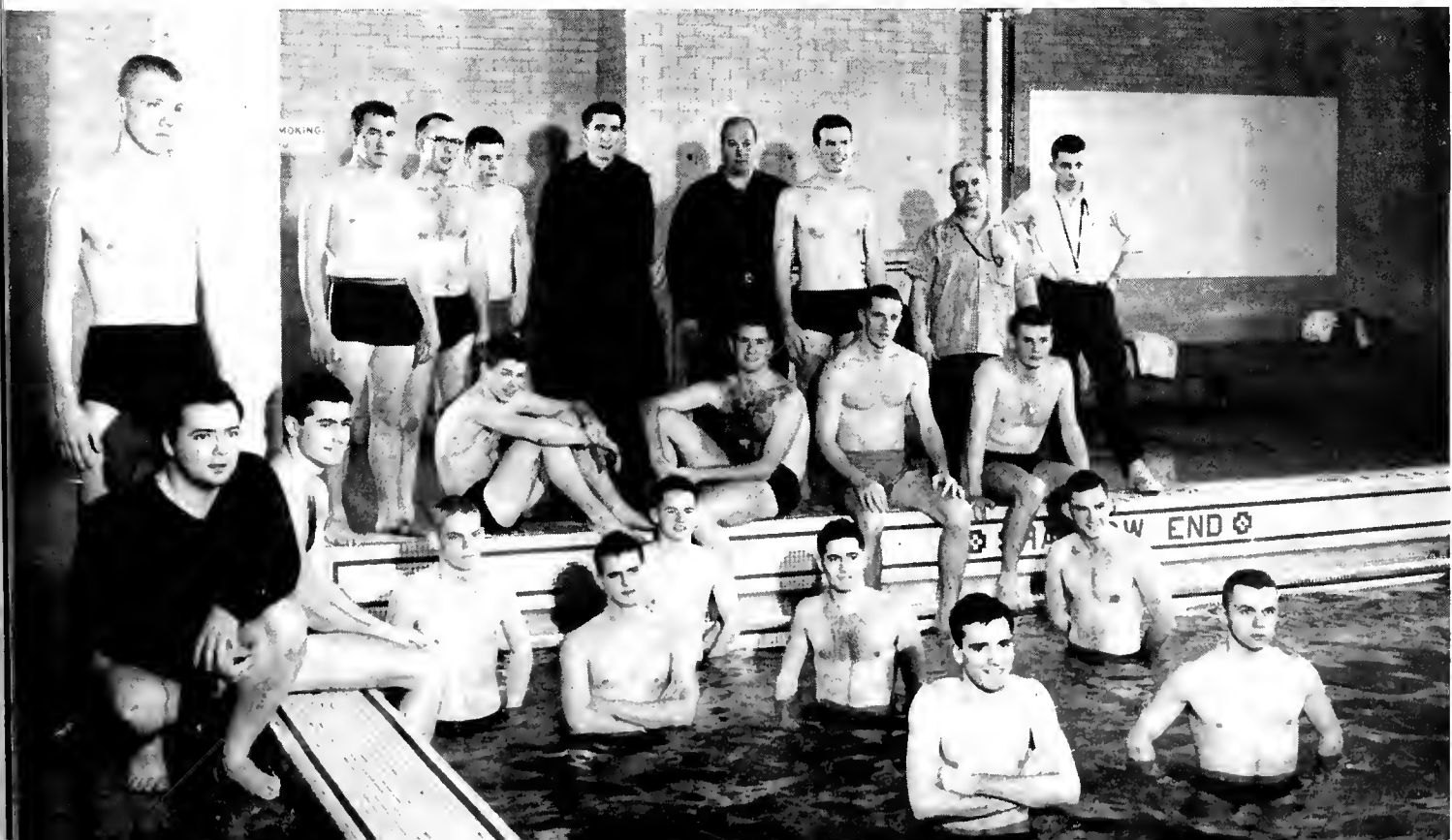


## wrestling

*Foreground, left to right: George P. George, Coach; John Watson, James Gontis, Greg Reinhard, Bruce Hartmann, Richard Burns. Background: William Wiecek, Pat Pyeatt, Erik Moeller, Hugh Vazzana, Timothy Bergin, Dick Thompson, Walter Leonhard.*

## swimming

*In pool: William Friedrich, Bernard Hemmerling, Paul Driscoll, Peter Marino, Al Monteiro, Thomas Brown, Joseph Farria. Seated around pool: Morty Fox, Mike Marino, Carroll Zahn, George Beatty, Don Mudd. Captain: Paul Fargis, Brother Patrick Granfield, William Fletcher. Assistant Coach: Dick Walker, John J. Hengstler, Coach: William Garvert, Manager.*

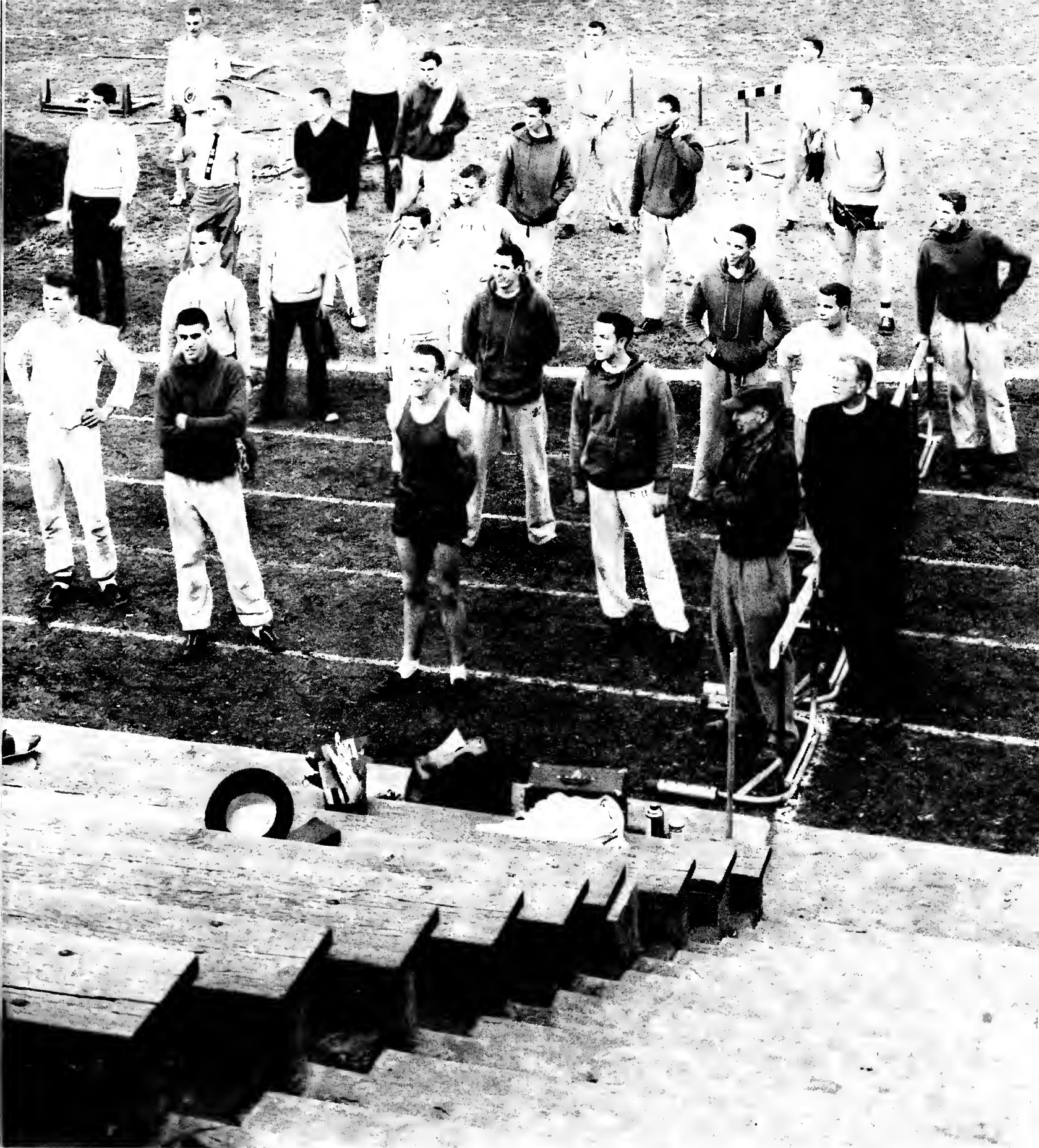




## tennis

William Dorasavage, *Coach*; John Willging, Martin Dowd, Paul Carey, Andy Mollison, Paul Heffernan, Jim Conklin, *Captain*.





*General foreground:* Tom Orman, Herb Wood, Bob Dockery, Bob Bourgoin, Jerry Barlow, Mike Halpin, Tom Lawrence, Paul Kelly, Frank Derro, John Madison, Dorsey Griffith, *Coach:* John Libert, Reverend Alfred Rush, *Moderator:* *Background:* Andy Andres, Bob Pietzkiewicz, Paul Dunn, Don Wojcik, John Skinner, Norman Danis, Larry Brady, George Matthews, Bruce Hartmann, Mike Mastrovito, *Captain:* Bob Comstock, Vito Pascullis, Dick Cuthbert.

track



## baseball

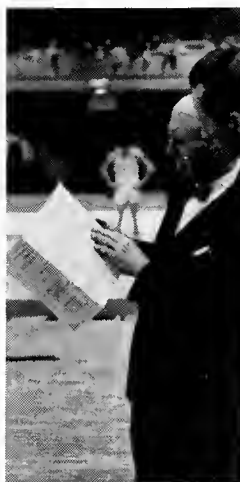
*Foreground:* Matt Mullaney, Bill Corbett, Bob Talbot, Joe Johnson, Mike Green, Gabe Ferazzi, Bob Tracy, Bill Healy, Hugh Vazzana. *Background:* Don Exner, Bob Comstock, Jerry Carbone, Tony Carroll, Claude Bernier, Skip Leonhard, Jack McCartney, Don Calamari, Tony Johnson.



## coaches

EDMUND R. LAFOND,  
*Director of Athletics*

GABRIEL FERAZZI,  
*Baseball*



DORSEY GRIFFITH,  
*Cross Country and Track*



SGT. CLARENCE LEITHER,  
*Rifle*

JAMES T. REILLY, *Basketball*



FRANCIS MURRAY,  
*Equipment Manager*



HICABI EMEKLI,  
*Soccer (Student Coach)*

ARTHUR ENDRES,  
*Intramural Director*



WILLIAM DORASAVAGE,  
*Tennis*

GEORGE P. GEORGE,  
*Wrestling*



JOHN J. HENGSTLER, *Swimming*



ERLING H. FALCK, *Sailing (Student Coach)*





## EXTRACURRICULAR

**“. . . the experience affords . . . the opportunity for the development of leadership qualities . . .”**



Extracurricular activity is abundant at Catholic University and every student may take full advantage of the different activities. However, there is always the danger of a student concentrating on this phase of his college career to the neglect of his academic life. The secret of success in combining the two phases is a budgeting of time which the student usually masters by his junior year.

Yet the experience extracurricular activity affords and the opportunity for the development of leadership qualities cannot be discounted. Success in life after college may often depend on these qualities developed through extracurricular activities.

Investigating, improving, correcting, guiding—all these and more are the functions of the Student Council, whose committees, composed of class representatives, delve into every phase of undergraduate life. The council's overall aim is to give purposefulness to student organizations in general and to promote better student-administration relations.

The council cannot cover every facet of undergraduate activity and operating to fill the gaps are the house councils, which keep dormitory existence running as smoothly as possible; the Spiritual Council, which assists



*Left to right: Don Guidotti, Joan Gutauckis, Emil Dvorscak, Edward Murray, Senior Delegate: Bernice Turcotte.*



Student Council-sponsored College Day in full swing.



Area high school students introduced to the CU way of life—via College Day officials.



the University Chaplains in formulating and publicizing CU religious activities; the Foreign Students Association, which helps acclimate CUites from other lands; and the local representatives of the National Student Association and the National Federation of Catholic College Students, who keep matters of intercollegiate interest before the campus eye.

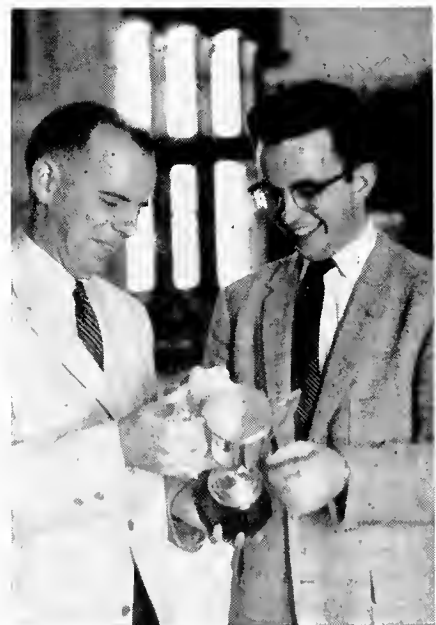
A second larger group is the Inter-Club Council to which all the social clubs send representatives in order to promote harmony between the groups. Newest in the array is the Schola Cantorum, the boarding men's choir whose itinerant Christmas Concert of classical and traditional airs did much to spread CU enthusiasm throughout the District. The problem of keeping CU doings alive in eye and ear and in proper perspective falls to the Tower, "published by and for the undergraduates." Nexus, the newest publication on campus, is a literary quarterly containing articles in various fields.

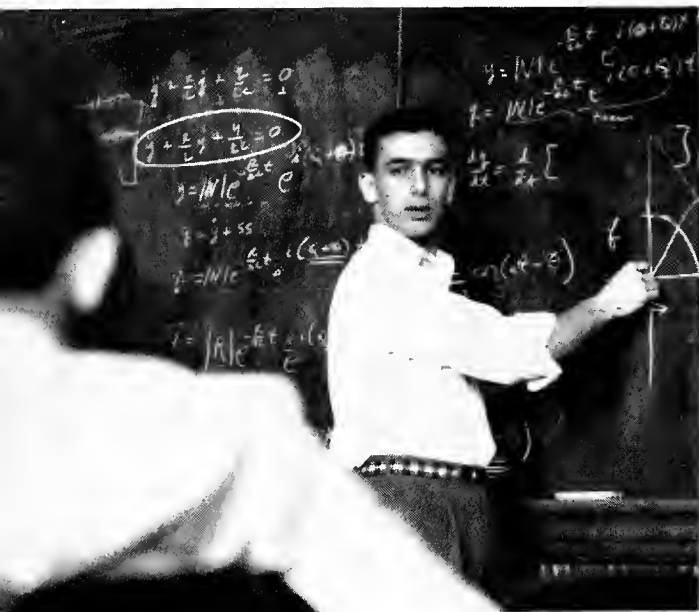
The Arnold Air Society provides a medium for the constructive efforts of active ROTC leaders.



"Will electrons replace the human heart in the selection of a mate?" That is the question.

Winners of the John Bassett trophy in international debate competition, Harry Lund and Steven Frankino.





Sophomore provides fellow students with instruction in physics—under the honor society's tutoring program.

Student Infirmary: James V. Sorrentino.



Student-Faculty contest highlights Cardinal Charities calendar.

Tense moment in the ICC Variety Show: Frankie learns that Johnny's been two-timing her "with a girl named Nellie Bligh!"



Members of the Shahan Debating Society come to grips, not only with their collegiate opponents, but also with some of the leading political and ethical questions of the day. Their crowning achievement this year was the first place award in the Toronto Debate Tournament. Each of these endeavors produces its leaders and from them, along with other campus sources, are selected juniors for Blue Key and seniors for "Who's Who in American Colleges." Blue Key is a national honorary and service fraternity which chooses its members from those undergraduate men who combine excellence in both studies and activities. Admission to "Who's Who" is the culminating symbol of the work and sacrifice that marks a CU man or woman for distinction. It is a foreshadowing, too, of expectations proportionately greater in their lives after college.



## sigma alpha iota

*Foreground:* Marilyn Gang, Cecil Geo (at harp), Anne Fournier, Bette Kilbride, *President, Sigma Alpha Iota:* Mary Ann Hopkins, Janet Catena, Michael Mark, *President, Phi Mu Alpha.* *Background:* Frank Vogel, John Yesulaitis, Frank Varvaro, Joseph Serio, John Olsson, Martin Leahy, Eleanor Lavalpe.

Tower editors: James Conklin, '58-'59, and Maurice Fox, '57-'58.





## class officers

*First row: Anthony Johnson, Senior Treasurer; Ann Ferroggiaro, Senior Secretary; Robert Sonzogni, Senior Vice-President; William Sytek, Sophomore President. Joseph Matan, Senior Arts and Sciences Representative; Eugene Chiavaroli, Senior President; Charlotte Duchatkiewicz, Sophomore Treasurer. Second row: Stephen Paddock, Junior President; Robert Proctor, Junior Arts and Sciences Representative; Richard Burns, Junior Engineering and Architecture Representative. Third row: George Staples, Freshman President; Germaine Jacquette, Freshman Nursing Representative; Joyce Ferlic, Freshman Secretary; Patricia Podurgiel, Freshman Treasurer; Jerome Walden, Junior Treasurer. Fourth row: David Donohoe, Junior Vice-President; Kathleen Eagan, Sophomore Nursing Representative; Patricia Happ, Sophomore Secretary; Bernard Pierro, Freshman Engineering and Architecture Representative; Paul De Leo, Freshman Vice-President; Mary Elizabeth O'Connor, Junior Secretary.*



## inter-engineering council

*John Halpin, Donald O'Bryan, Richard Stalzer, Mr. Donald E. Marlowe, Moderator; James Mulquin, James Maleady, Eugene Carroll, Anthony Johnson, Richard Burns, Kenneth Busch, President.*



## who's who

*Bottom of stairs:* Warren Schneider, Patricia Tringe, John Bailey, Charlene Alderson, Elizabeth Kane. *Ascending stairs:* Allison Scully, Bernice Turcotte, John Lynagh, Anne Caravati, John Gardella, Maurice Fox. *Second tier:* Harry Lund, Welthie Steiner Kinney, Robert Comstock, Patricia Dillon, Nancy South, Patrick Ledden. *Missing:* Joseph Popolo, Alida Keefe, Lorraine Swantner, Eugene Chiavaroli, Patricia Tietjen.







## student council

*Left to right:* James Maleady, Peter Marino, Richard Burns, Stephen Paddack, Joseph Matan, Kathleen Eagan, Harry Lund, *President*; George Staples, Germaine Jacquette, Mr. James J. McPad-den, *Moderator*; Bernard Pierro, Dorothy Kohan, Robert Proctor.

## tower

*Around table:* John Corbett, Noel Slakey, Joseph Johnson, David Donohoe, Richard Nelson, Joan Conroy, Paul Heffernan. *Reflected in door:* Edward Murray, James Conklin, *Editor-in-Chief:* Mary Elizabeth O'Connor.





pascua

*From top to bottom of stairs: Jorge Palomo, Carmen Sifre, Gabriel Ferrer, President, Venezuelan Ambassador and Mrs. Hector Santaella, Mauricio Siman, Miguel Vijil, Felipe Perez.*

brennan rifles

*Front, clockwise: Richard Padgett (holding flag), Charles Juhasz, Robert DeMarco, Richard Daumit, William Smith, Bruce Baker, Robert McNally, John Corbett, Robert Coords, Larry Fabian, John Skinner, Richard Des Jardins, James Clark, Ritchie Sherwood, Joseph Nuzzi, James Bobick, Paul Deleo, Anthony Giampaolo, John Kelly, John Castellano. In center: Alfred Schneider, Richard Callahan, William Healy.*





## shahan debating

*Left to right: Richard Callahan, President: Joseph Hernon, John Kamin, Robert Coords, William Wiecek, Frances Kater, Dr. Paul Nolan, Moderator: Patricia Poore, Noel Slakey, Steven Frankino, Patricia O'Brien, Barbara Cresswell, Bernard O'Neill.*



Anne Rooney, Crescentia Stark, Barbara Wasileski, Joan Smith, Patricia Flannery, Mary Williams, Mary Murray, Rosanne Wehrung, Barbara Cresswell, Patricia Happ, Marjorie Hartman, Robin Bergquist, Marianne O'Brien, Judith Lewis, Joan Conroy, Joann Nowak, Eleanor Anderson, Patricia Poore, Jacquelyn Hall, Patricia Pujda, Patricia Zangrilli.

## sponsors corp

## blue key

*From top to bottom:* Roger Pompei, Robert Comstock, George Callahan, Ronald Clark, Joseph Popolo, Richard Stalzer, Robert Proctor, William Wiecek, John Bailey, William Polking, Edward Doyle, Patrick Ledden, Eugene Chiavaroli, John McCartney. *Missing:* Reverend Raymond Favret, *Moderator*; James Conklin, David Donohoe.







## SOCIAL

**“... a facet . . . among the formative elements of the student’s education.”**

The life of the whole man in the educational concept of Catholic University must, of necessity, include the social sphere in its structure. It is a facet of the college career that cannot be discredited among the formative elements of the student’s education. The University fully recognizes this fact and accordingly encourages social activities on the campus. It is for this purpose that the Social Activities Committee exists for the benefit of the social organizations and other smaller groups on campus.

Perhaps the most all-embracing social activity to take place during the academic year is CU’s annual Homecoming. The nostalgic aura of returning grads pervades





## homecoming, '57



The CU family at play—oldsters and youngsters together waltz the hours away.



Pre-Banquet cocktail party provides a meeting ground for alumni and alumni-to-be.

Ticket sales soar as alumni arrive in town for the weekend.



Incoming Rector Monsignor William J. McDonald presents the Cardinal Gibbons Medal to outgoing Rector Bishop Bryan J. McEntegart for his efforts as Rector of the University.







The CU Redbird, unofficial guest of honor, surveys the '57 Homecoming festivities.

the University campus-wide as old and recent grads meet with friends once more. The year 1957 was no different from any other year in this respect. Many alumni revisited the University to partake in the weekend-long activities. The most lavish affair of the weekend, the formal dance, held this year in the grand ballroom of the Sheraton-Park Hotel, provided the perfect setting for the crowning of lovely Pat Happ as 1957 Homecoming Queen. The frenzied excitement of the weekend was maintained through the subsequent celebrations of the cocktail party, the Rector's luncheon and the soccer game. Saturday's banquet was a special event—the occasion when the University awarded its Cardinal Gibbons Medal to His Excellency, the Most Reverend Bryan J. McEntegart, Rector of the University, for his outstanding service to the University, the Church and the nation.



The Board of Governors takes advantage of a break in the weekend recreation to mull over some knotty University problems, present and future.



Old grads and undergrads gather to watch the University's pride and joy, the undefeated soccer team.



The last minute touch-up for the big moment: Pat Happ, Homecoming Queen, prepares for her coronation.

*Seated:* Judith Lewis, *Utopian candidate*; Queen Patricia Happ, *Phi Kappa*. *Standing:* Patricia Pujda, *Abbey*; Kathleen O'Brien, *Senator*; Bette Kilbride, *Alpha Delta Gamma*; Marlene Frank, *Clipper*; Barbara Convey, *Sigma Beta Kappa*.

Another highlight of the weekend was the Homecoming Float Parade which preceded Saturday's soccer game in the CU stadium. For the second successive year a sorority was awarded first place in the competition. The Columbians' interpretation of the theme, "United for Expansion," was entitled "Let's Let the Campus Expand"—a defense of the fast-disappearing natural beauty of the campus.

Although Homecoming Weekend is one of the high points of the social season at Catholic University, it is by no means the only one. Long before this affair, the social season has gotten into full swing. With the arrival on campus of the neophyte freshmen, social activity begins at its feverish pitch during Orientation Week and continues throughout the first semester.

University Brain Trust congregates in the lobby of the Sheraton Park Hotel: Monsignor William J. McDonald, Mr. Morris V. Spicci of the Alumni Association, Archbishop Patrick A. O'Boyle and Bishop Bryan J. McEntegart.





This year, among the more notable events, was the annual "Shipwrecked Sailors' Ball" sponsored jointly by Phi Kappa and Theta Phi Alpha. Many people in various degrees of "ship-wreckedness" descended on the "island" as the sailing sloop, S.S. Monroe, lay stranded on a bar (sandy) in the harbor. From pirate outfits and towels to uniforms resurrected from Davy Jones' personal locker, each crewsome twosome tried to go the others one better in an effort to take the dubious honor of being "the most shipwrecked couple."

Close on the heels of this affair, the social season was kept alive by a series of mixers given by the Sophomore Class and various other organizations. One of the most successful mixers, given by PASCUA, had

Landlubbers make merry at the Shipwrecked Sailors' Ball.





Most Shipwrecked Couple, '58: Al Monteiro and Pat Pujda.



"Net" gain realized at sailor's frolic.





Masters of the Latin rhythms seen at one of the year's more colorful social flings.

as its purpose, to establish closer communication between the foreign and American students on campus and to encourage the exchange of respective cultures. A lively keynote to the success of these mixers was provided this year by a hot combo composed mainly of sophomores which appeared at many of them.

Returning in January with renewed zest for social activity, students prepared themselves for one last social fling before the gloom of final exams settled on the campus. Together, Sigma Beta Kappa and the Columbian Club promised to bring before his adoring public the "fabulous" Sam Cooper, known far and wide as the "host with the most." Making good their promises, Sam Cooper appeared at his "Capers" in full magnificence and duly impressed the onlookers with his boun-

Carnival atmosphere prevails at Pan American Mixer.



Alone in the midst of the crowd, the musician is absorbed in a suspended state of emotion.

Climax of the Hit Parade Mixer—a queen is crowned.





And then there was Sam Cooper . . . alias Tyke Verdi.

I'm from Phi Kappa and I ought to know . . .





Life goes to a party . . .

teous wealth and his vibrant charm and personality. The affair, planned to remind the spectator of a Cecil B. DeMille spectacular, did just that. Good cheer pervaded the atmosphere and "Sam," as a Texan zillionaire, played his role to the hilt, somehow combining the qualities of the courtly gallant, the dashing buccaneer, the continental and the modern philanthropist.

Other dances followed sponsored by the different clubs. And there was the Junior Prom, the annual I.C.C. Weekend, the Military Ball, the Spring picnics. All of these bring vivid memories of the year's socializing . . . memories, too, of frantic last-minute preparations.

The social season at Catholic University, however, is not so limited as to include only the open affairs sponsored by various fraternities and sororities. Each

and then another.





A regular box-office sellout, the Christmas Concert offers the University Chorus' spirited rendition of Puccini's *Missa de Gloria*.



For the mutual benefit and pleasure of audience and performers, Gian Carlo Menotti's *Amahl and the Night Visitors*.

"Don't be bashful, silly girl," shepherd girls are enticed to dance for the entertainment of the Night Visitors.







Amahl eyes Oriental baubles proffered by Night Visitor.

club throughout the year sponsors various affairs closed to all but their own members. Their purpose—to promote club spirit and to strengthen the bonds of club unity—is accomplished together with the more particular purpose of having a good time. Not only do the individual clubs seek to strengthen themselves through club spirit, but also to strengthen themselves as Christian men and women through university spirit.

Uniting together in the Inter-Club Council their efforts are joined and the result is service to the community and to the Catholic University. A high-light of this year's joint effort was the Cardinal Charities Variety Show for which each group hurriedly prepared an original act. Reworded tunes from Broadway musical shows echoed through the campus halls for two weeks preceding the show and expectations mounted high by the time the big night arrived.



The mind behind the masterpiece: Dr. John Paul.



Theta Phi Alpha's prize-winning presentation of  
*The King and I*.





Wistful heroine watches store-window doll dance by Matchlight.

Another dramatic presentation of CU students, this time of the Speech & Drama Department, was "Matchlight," the annual Christmas Show performed both on campus and off throughout the District of Columbia. An example of the students' dedication to their art, students crossed fraternity and sorority boundaries uniting to write and produce the show themselves and to defray the costs of production. The portrayal of the pathetic little match girl gave delight both to the studentbody and to the Washington institutions visited.

By the beginning of second semester the attention of the individual social clubs is focused more specifically on the freshmen. With their open dances and the publicity of their club achievements, the clubs hope to impress the unwary freshman with their organization. Potential club members are eyed unscathingly with the gleam of Tap Day in the eyes of the members. The freshman finds himself the object of the most subtle blandishments and the most appealing persuasive techniques. February is the month of "open season" on rushees who are issued invitations by each club to its annual smoker or tea. While the anxious frosh fret



Introduction to fraternization; the smoker.



Propaganda machine—the brothers in action.



The club hostesses prepare

for the prospective pledges.

about impressions they have made on the clubs, the clubs themselves worry about impressions they have made on the frosh. Then there is the "blood session"; when the conclave of members has determined its choice of prospects for membership, a list is sent to the Inter-Club Council, who invites all the elect to Tap Day ceremonies. At last the great day arrives. The hesitant freshman mounts McMahon steps to receive a tap on the shoulder and an invitation to membership. But it does not end here—during the next twenty-four hours club members nonchalantly pace back and forth before the Dean's office where are located the pledge books which the tappees must sign. Finally, the clubs settle themselves once more to initiating their pledges and to strengthening the unity and bonds of brotherhood within the club.



Absorption of the freshmen into the social clubs.



abbey club

Leonard Augustine, *Secretary*; William Gallagher, John Kamin, *Treasurer*;  
Ronald White, Joseph Singer, Stanley Wyrzykowski, *President*.





## alpha delta gamma

James Tiernan, Edward Queen, Gerald Barlow, Joel Tolson, William Rogers, James Wilding, *Secretary*: Paul Clark, John May, *Treasurer*: John Castellano, George Hurd, Richard McLeod, David Weppner, Thomas Tobey, Robert Rabbit, John Halpin, *Vice-President*: James Auth, Leon Dorosz, *President*. *Background*: Benjamin Giuliani, *I.C.C. Representative*; Joseph Brewer, Patrick McMahon, George Jelen.

chi iota pi

*First row:* Patricia Donohue, Miss Corrigan, *Moderator*; Joan Prochazka, Eloise Jackson, Jean McGraw, *President*; Carole Watson. *Second row:* Mary Schwieder, Mary Gardner, Barbara McCafferty, Adella Sullivan, Patricia Tietjen. *Stairs, top left to bottom:* Mary Jo Spigelmire, Barbara Widmayer, Anne Page, Rosemary Sullivan, Mary Dolan, Mary Shanahan, Bernice Turcotte, Lois Liehel, Mary Cascio.



## clipper club

*Seated or kneeling:* Dominick Santarpia, *Vice-President*; Joseph Cusumano, Gerald Grebowsky, Jerry Carbone. Anthony Johnson, *President*; Manfred Franznick, Vincent Farley. *Standing:* John Gardella, *I.C.C. Representative*, Mauricio Siman, Luis Alas, Donald Calamari, Jorge Palomo, Patrick McMullen, Alfred Schneider, *Secretary*; William Line, Richard Valens, Philip Ecker.







## columbian club

*Seated:* Lucy Hepburn, *Recording Secretary*; Joann Nowak, *Treasurer*; Marilyn D'Andrea, *Corresponding Secretary*. *Standing, behind bench:* Jill Serino, *Alumnae Secretary*; Marilyn Price, *President*; Patricia Dillon, *Spiritual Counsel Representative*; Patricia Brill, *Social Chairman*; Katherine Murray. *First Tier:* Marie Lutz, Rosemary Kaminski, Patricia Pekin, Joan Smith, Mary Nell Harsh, Tina Frawley. *Second Tier:* Adele Hazelton, Patricia Harrington, Marlene Frank, Jacqueline Romanolo, Barbara Nunziato, Cecil Ceo. *Third Tier:* Ann Morgan, Barbara Cresswell, Janet Larmer. *Fourth Tier:* Mary Quinn, Patricia Happ, Jewel Ellis, Mary Errigo. *Fifth Tier:* Charlotte Duchatkiewicz, Paula Hamm, Ann Ready, Mary Jane Nonziato, Ruth Cella, Kathleen O'Brien, Jacqueline Leveque. *Missing:* Barbara Convey, *Vice-President*; Joanne Farrell, *Parliamentarian*; Harriet Connor, *Publicity*.

## kappa tau gamma

*Front to back:* Amy Wilkin, *Treasurer*; Doris Burke, *Corresponding Secretary*; Marianne O'Brien, *President*; Ann Ferroggiaro, *I.C.C. Representative*; Barbara Petersen, Kathleen Dieter, Lois Nieland, *Recording Secretary*; Elizabeth Kane, Nancy Derry, Margaret Mannarino, Margaret Lister, Maureen Reardon, Ann Fitzpatrick, Carol Keefe, Jane Reilly, Germaine Narutowicz, Eileen Rickards, Beth Sally, Grace O'Brien, Jean Bode, Maryann Wilson, Joan Conroy, Katherine Powell, Maxine Parker, Karen Erickson, Mary Schager, Constance Grottola, Diane Ross, Patricia Simandle.



## senators club

*Top to bottom:* Michael Lemay, Richard Collins, Maurice Fox, Richard Andryshak, Richard Sinclair, George Murphy, Henry Wise, Bruce Hartmann, Norman Danis, Kenneth Busch, Thomas Maleady, William Scanlon, John Mateer, Joseph Downing, Erik Moeller, John Tseronis, Joseph Matan, George White, Gene Carroll, John Bligh, Philip Stevens, Stephen Paddock, John Lynagh, Richard Callahan, Charles Downing, John Crowley, *President*; James Maleady.

## phi kappa

*First row:* Fred Weck, John F. Daly, *Vice-President*; Monsignor Charles A. Hart, William Polking, *President*. *Second row:* Maynard McLaughlin, Raymond Aubin, Patrick Kilgallen, Paul Galego, Ralph Rohner. *Third row:* Thomas Brown, Joseph Zinn, Peter Dooley, Bernard Adamec, Arthur Donaldson, John Jermano, Michael O'Hare. *Roof first row:* John Bailey, James Donald, Michael Cohalan, Robert Monahan, Donald Geoffrion, Jerome Pyfrom, Robert Pease, William Sytek. *Second row:* William Smith, John Watson, Paul Laseau, Robert Caffrey, William Wiecek, *I.C.C. Representative*; Lawrence Radanovic, George Beatty, Thomas Berger, Ildefonso Pessoa-Monteiro, *Recording Secretary*; Joseph Baker, *Treasurer*.







theta phi alpha

sigma beta kappa

*From top of stairs:* Patricia Mulcahy, Elizabeth Morris, Mary Theresa Shey, Rosanne Wehrung, Patricia Pujda, Patricia O'Brien, Donna Warren, Patricia Paulsen, Patricia Flannery, Barbara Wasileski, Patricia Poore, Jacqueline Bernard, Betty Bonnett, Christine Simonick, Dorothy Kohan, Patricia Leslie, Sally Attig, Janet Catena, Patricia Zangrilli, Judith Lewis, Ann Murray, Elizabeth Slattery, Robin Bergquist, Crescentia Stark, Susan Powers, Patricia Tringe, Joan Mullen, *Sergeant-at-Arms*; Anne Caravati, Jane Cantor, *Historian*; Christine Stock, *President*; Barbara DeCarlo, *Treasurer*; Ann Bergquist.

*General foreground:* Robert Comstock, *President*; Richard Stalzer, Richard Morel, Martin Leahy, Reverend Alfred Rush, *Moderator*; Eugene Chiavaroli, Thomas McKavitt, *Vice-President*; Robert Galvin, James Sorrentino, Edward Doyle, George Callahan, *Secretary*; Jack Ellis, Robert Sonzogni, *Treasurer*; Charles Spencer, John Simko, and Roger Pompei. *General background:* William Amrhein, Leonard Andres, James Romero, Daniel Lowell, Joseph Popolo, Dennis Wholey, James Ford, Richard Sherwood, Robert Dockery, David Donohoe, Nicholas Karseras, Robert Burgoyne, Fred Starasinic, Thomas Orman, Richard Bireley, Joseph Johnson, Michael Marino, Jon Voight, James Gilleran, Robert Pietrzkiwicz, Edward Shanaphy, Claude Bernier, Richard Walker, Vito Pascullis Carl Remick, and Peter Marino. *On balcony:* George Sheehan, James Lavigne, Ernest Seford, Richard Lavigne, Jack McCartney, James Monahan.



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DAVIDSON







sigma pi delta

Richard Balluff, Miguel Vijil, Joseph Murphy, Mauricio Hernandez, Lucien Vita, William Pritchard, Ronald Clark, *Treasurer*; Thomas Velasquez, Reverend Walter Schmitz, *Moderator*; Alfred Miotto, *Secretary*; John Gallagher, Arthur Knudson, *President*; Francis Maher, Carlos Hasfura, Robert Proctor, *I.C.C. Representative*; Alex Delcarmen, Harry Hodge, Salvatore Clarizio, *Vice-President*.



## inter-club council

*Foreground:* William Wiecek, Joseph Popolo, *Vice-President*; Marilyn Price, Elizabeth Beaton, Jean McGraw, Leon Dorosz, Mary Schwieder, Anthony Johnson, John Castellano, Nancy South, *Secretary*; John Gardella, *President*. *Background:* Robert Proctor, Ann Ferroggiaro, John Crowley, Christine Stock, Robert Comstock, John Lynagh, John Kamin, Marianne O'Brien, Stanley Wyrzykowski.





## UNDERCLASS

**“ . . . there is always that bond between class members . . . each has gone through the same trials . . . and shared the same experiences.”**

The student body of a large university can often be merely a faceless, nameless mass of students going their separate ways on campus. But this is unnatural since college is an experience to be shared, particularly with the members of one's own class. Among the members of Catholic University's family, an emphasis is placed on class unity for there is always that bond between class members who have gone through the same trials and tribulations of college life and shared the same experiences. Even after graduation, memories will center around the members of the class and particular class events such as the Sophomore Cotillion, the Junior Prom and Senior Week.





Crossing the threshold of dormitory life, the freshman enters into the fullness of campus activity.

“. . . the vicious circle called college held a number of ordeals to be confronted.”

Though each class or member of that class may think itself unique, there is yet a fairly consistent pattern of college life. For the Freshman, everything about college life is new and different. For the Sophomore, it is “old hat.” His acceptance into the upper ranks of college life encourages in him a paternal attitude toward the “youngsters.” In his third year, the Junior is bogged down with unlooked-for responsibilities, both curricular and extracurricular. The jolt out of his sophomoreic attitude sets him spinning and he realizes there is more to this college business than meets the eye. Finally, as a Senior, the college student looks for-

Lesson number one in the bewildering details of college registration. Introducing: Dr. Braungart, “sectioner” par excellence.





The faculty reception—where freshmen are officially welcomed into the University family.

ward to the future and backward to the college life he must soon leave. He realizes the purpose of his whole struggle and begins an intensive year of study with comprehensive exams in view.

This year's Freshmen met the usual series of crises. For them, the vicious circle called college held a number of ordeals to be confronted. Adjustment to the various phases of college life was an absorbing task for the Freshmen, and their elders, the Sophomores, often added to their confusion during formal Orientation. From the minute the Freshman arrived at the dormitory that was to become his home, he was caught up in the whirl not only of freshman hazing, but also of registration and of

What price knowledge?



To dance . . . or not to dance? The neophyte receives her first bid to join the social whirl, at an informal social.





Orientation campfires . . .

. . . sow seeds of warm, budding friendships.



members of the freshman class



*Standing:* Germaine Jacquette, Richard Klank, Vernon Acree, Carl Sustar, Jay Henry, George Paradise, Joseph Suraci, Angela DeCastro, Joseph McCullough, Francis Rogowski, Patricia Podurriel, Charles Juhasz, Hector Latalladi. *Seated:* John Devine, Virginia Igoe, Lillian Keeley, Michael Greene, Joan Stefurak.



*Left to right: Paul Murphy, Noel Tripp, John Popels, Linda Weakley, Elizabeth Meyer (seated), Larry Koziarz, Mary Palac, Michael O'Donnell, John Toohil, James Tritschler.*





Lawrence Brady, Thomas Santora, Rowland White, Pierre Demers, John Watson, Philip Ecker, Roy Dejoie, Robert Coords, Arthur Carroll, Donald McCaig, Oleh Vitkovitsky.

*Standing:* Raymond Betz, William Pendleton, Melanie Zimmer, Patricia Smith, Paul Scanlon, Kathleen Collins, Herb Wood, Raymond Healey, James Mikolajczak, Mark Dooling, Eve Solzbacher, Richard Ecock. *Seated or kneeling:* Ronald Williams, Roberta Hughes, Luis Ramenez, Sylvia Busey.



*Standing:* Timothy Bergin, Bruce Baker, Paul Kelly, Carole Dieter, Joseph Haskell, Mary Blake, Joseph Carneglia, William Walsh. *Seated:* Joan Gutauckis, Kenneth Piotrowski.





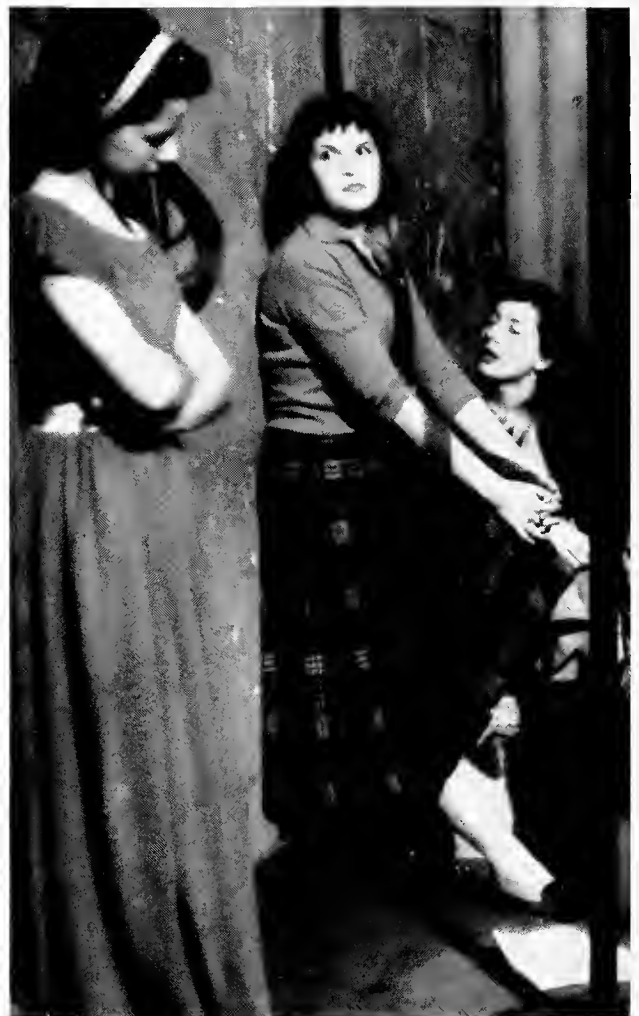
“ . . . the sophomore looked for new fields to conquer.”

meeting new people. He gazed with awe and admiration at the “oldtimers” who seemed to know their way through the perplexing lines of registration. He stumbled inconspicuously (he hoped) around the campus, hoping the building up ahead was the one for which he was looking. He cautiously tipped his “dink” and mustered a weak smile for everyone he passed, in fear that they might be some of those Sophomores.

Gradually a sense of belonging crept over the Freshman. When organized Orientation ended, the Freshman's self-orientation to college life began. Term papers and weekly papers were assigned, oral reports and quizzes loomed on the horizon and in the midst of it all stood the Freshman. But his youth and his enthusiasm made him adaptable to the onslaught and he faced each problem as it appeared.

As usual on campus this year, the Sophomore was a big man (at least in his relations with the Freshmen).

Growth and expression of personality evidenced in student productions.





New places, new faces: Shahan basement is discovered.



Soph showmakers get advice from veteran.

With a year of college under his belt, he felt he could realistically don a tweedy sport jacket with accompanying pipe and speculate accordingly on the state of the campus. But the Sophomore's job was not merely to speculate; he was a man of action. His extracurricular energy was first expended on a carefully organized Orientation program for the incoming Freshmen. In fact, his energy was not only expended on the program for Freshmen, it was also expended on the Freshmen. Rapidly he made them aware of their status on campus as underlings. He was conscientiously behind every tree protecting the campus' hallowed grass from their lowly feet. In two short weeks, he taught the Frosh the history of Catholic University and inspired them with deep respect for her traditions.



Capping: the student nurse reaches a new plateau in the pursuit of her career.



The Soph finds Mullen Library conducive to concentrated study.



Queens and crown.

Having mastered the Freshmen and masterminded the Orientation program, the Sophomore looked for new fields to conquer while upperclassmen sat back and smiled wryly on his youth and enthusiasm. Class committees, the Tower, the Cardinal were but a few of the activities that filled his busy schedule. Meanwhile, the Sophomore girls donned their prettiest smiles as their own annual dance, Sophomore Cotillion, approached on the social agenda and nominations for Cotillion Queen were in the offing.

Then, having sponsored a successful social affair the Sophomore arrived at the nexus of his college life. He looked forward to his third year with fear and trepidation and restrained his enthusiasm as he soberly prepared to accept the responsibilities of a major field.

The Junior returned to the campus in September buoyed up with determination and enthusiasm for the



Sophisticate and smoke

Mirrored at the Willard Hotel Crystal Room: "the scene" at the Soph Cotillion.





members of the sophomore class



*Foreground:* Carl Remick, Richard Krisher, Carole Watson, Patricia O'Brien, Ann Hopkins, James Dempsey, Mary Jane Nonziato, Jacqueline Leveque, Joseph Downing, John Mateer, Mary Partridge. *Background:* Charles Griffin, Thomas Mullholland, Thomas Tobey, Michael O'Hare, Raymond Cranston, Judith Molinaroli, Grace O'Brien.



Paul Driscoll, Patricia Flannery, Eloise Jackson, Eileen McKenna, William Gallagher, Mary Williams, James Gilleran, Elizabeth Morris, Rosemary Burgoyne, Jacqueline Leveque, Anne Murray, Patricia Dailey, Edward Murray, Patrick Chester, Mary Brink, Mary Eustace, Toby Fredericksen. *Seated:* Philomene Cosentine, Patricia Poore, Paula Hamm.

Arlene Hinchman, Ann Wilkin, Elizabeth Molnar, Judith Lewis, Brockenhough Evans, Joan Hathaway, Michael McAleer.





"The junior . . . discovered that he was . . . an elder statesman of campus activities."

study of his major field. It was a determination that quickly waned as he discovered that he was now truly an upperclassman, an elder statesman of campus activities. He became passive to the vigorous activity going on around him, listening to the "younger set" plan coming events and commenting now and then from the depths of his experience. His was a comfortable program of unorganized passivity carried out in the congenial environs of Shahan Basement, the dorm or the atmospheric beer taverns of neighboring Brookland.

But it was impossible to maintain this attitude of passivity in either the academic or social phase of his college life. The demands of his major field pressed

To know is to succeed at study.





Learning by doing: backstage at the Soph-Frosh show.



Reveling in sledding: campus snow-time frivolity.

Gaining by giving: donation of blood.







Prom merriment is heightened by humorous remarks of bandleader Art Mooney.

hard upon him as assignments in outside reading piled up and the Reading List course called for a large portion of his time. All of a sudden, he realized that his Junior courses were geared to help him correlate the knowledge he had gleaned in his first two years. But still he did not panic—he made the best of a difficult situation.

On the lighter side in his third year, the Junior did not completely withdraw from campus activity. During the Junior Weekend he proved that the upperclassmen still knew how to have a good time though bowed down with academic responsibilities. With the crowning of their Junior Queen, the Juniors realized that soon they would be Seniors, expected to assume the added yoke of maturity and all it entails. Their third year was to be actually their last fling as light-hearted college students and they would have to put off the things of a child and accept their fate.

"Pride of the Juniors", Prom Queen Doris Burke, receives congratulations of Class President Steve Paddack.





Junior Weekenders dance to "Sunset to Sunrise", the Mooney theme.

## members of the junior class

*Standing:* Paul Laseau, Patricia Pujda, Kathleen O'Brien, Janet Nugent, Anne Rooney, Ronald Starbuck, Elizaeth Jarboe, George Ferrara, Bette Kilbride, David Donohoe, Joann Nowak, Susan Schilo, Jerome Walden, Barbara Cresswell, Jerry Carbone. *Seated:* Crescentia Stark, Leon Dorosz.



*Standing:* Stephen Paddack, Janice Mikowski, Joseph Johnson, Janet Larmer, Vito Pascullis, Claude Bernier, Christine Delort, Pearl Germann, Priscilla Conklin, Sally Attig, William Quinter, Jill Serino, Rita Scardapane.



Richard Walker, Jon Rubenzer, Barbara Wasileski, Thomas Berger, Marjorie Hartman, John Madison, Marilyn Nemeth, Ronald Gaddon, Jean Lesnewsky, Martin Dowd.







Barbara DeCarlo, Doris Burke, Richard Burns, Barbara Petersen, Ann Klingler,  
Erik Moeller, Mary Elizabeth O'Connor.

## SENIORS

“ . . . the added yoke of maturity . . . ”

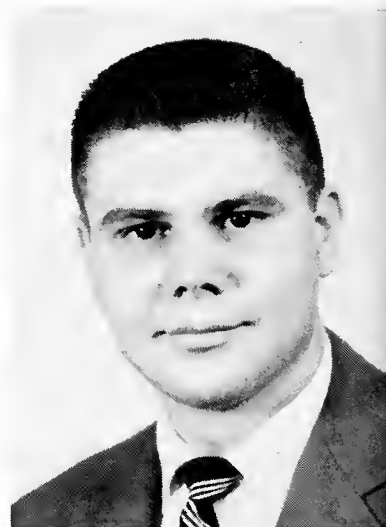
HAROLD ADLER, B.Arch.



CHARLENE ALDERSON, B.S.N.



JOSEPH F. AMATO, JR., B.C.E.



RICHARD J. ANDRYSHAK, B.A.E.

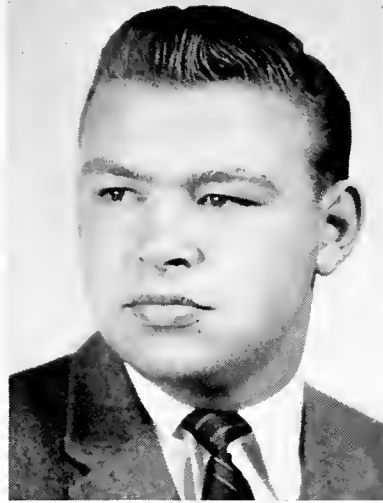




JOHN O. BAILEY, A.B.



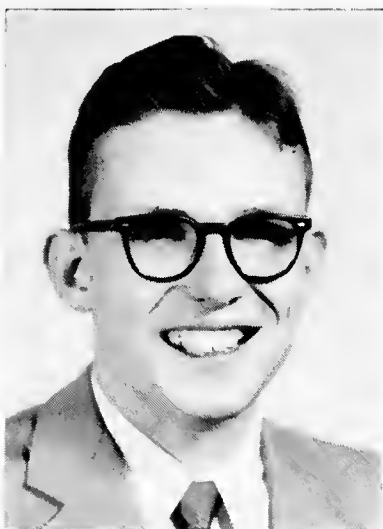
SHARRON LEE BAIN, B.S.N.



WILLIAM E. BALDWIN, III, B.C.E.



ROBERTA C. BALLOCH, B.S.N.



RICHARD LEO BALLUFF,  
B.E.E.



EDWARD BERGHOLM, A.B.



PATRICIA ANN BERGQUIST,  
B.S.N.



RHAЕ BLATT, B.S.N.



JOHN EDWARD BLICH, A.B.



JOSEPH R. BREWER, B.M.E.



PATRICIA BRILL, A.B.

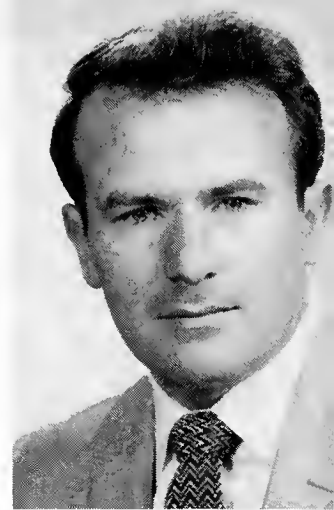


KENNETH L. BUSCH, B.E.E.

GEORGE CALLAHAN, A.B.

ANNE MARIE CARAVATI,  
B.S.N.

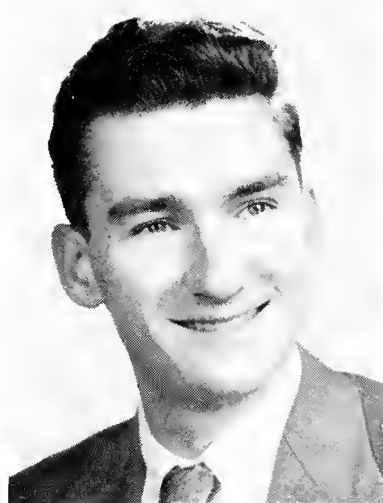
PAUL T. CAREY, A.B.



RICHARD J. CARR, A.B.

EUGENE R. CARROLL, JR.,  
B.E.E.

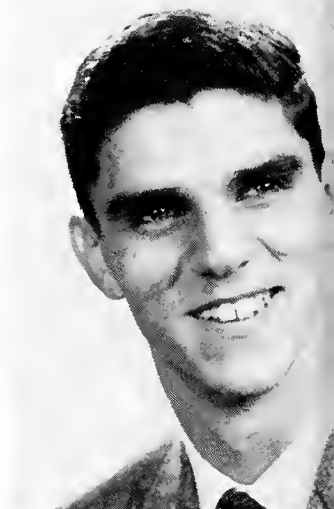
FRANCES MARIE CARUSILLO,  
A.B.



VICTOR F. CHASE, A.B.

MARIO CHIAFARI, B.C.E.

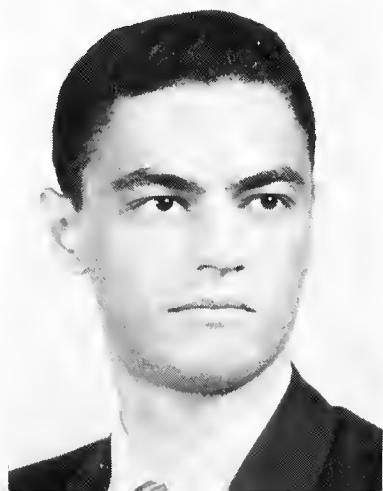
GENE R. CHIAVAROLI, A.B.



SALVATORE CLARIZIO, A.B.

RONALD J. CLARK, B.E.E.

ROBERT COMSTOCK, A.B.





MARGARET COLLITON, B.S.N.



ROBERTA COOKE, B.S.N.



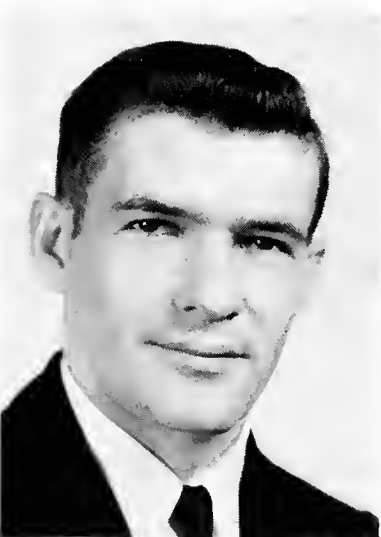
ROBERT CORBY, B.E.E.



ANGELINE GENEVIEVE COSBY, B.S.N.



JOHN LAWRENCE CROWLEY, B.C.E.



JOHN DALY, A.B.



NATALIE deLEON, B.S.N.



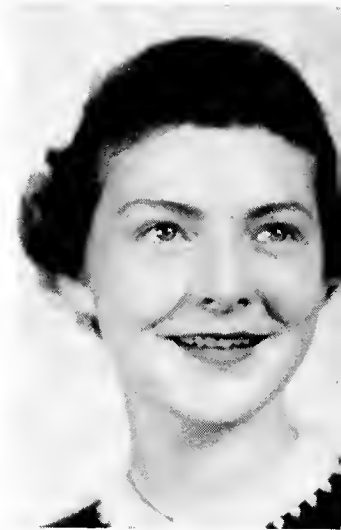
NANCY ANN DERRY, A.B.



**KATHLEEN DIETER, A.B.**



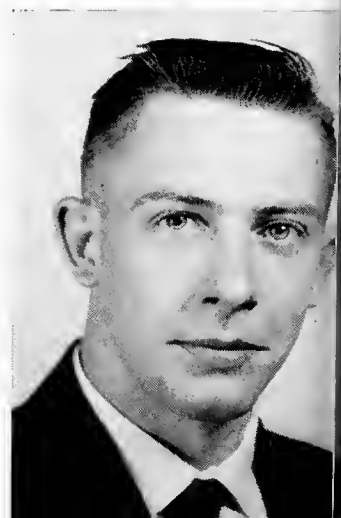
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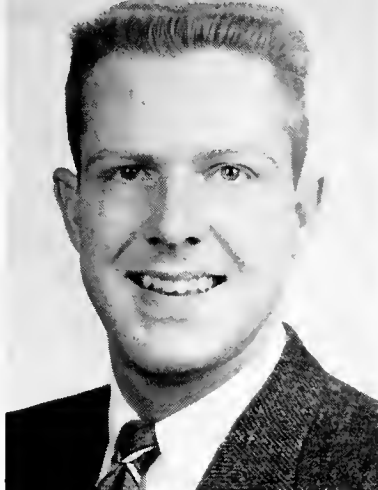
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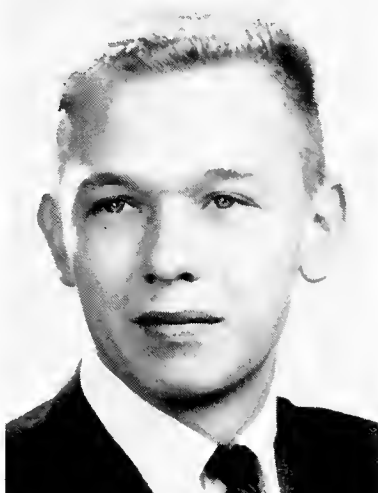
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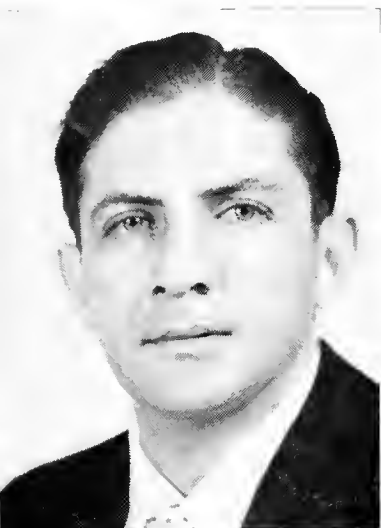




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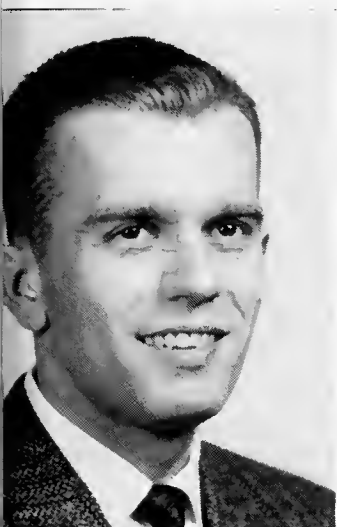
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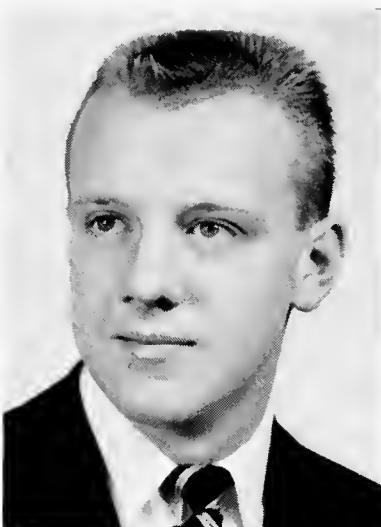
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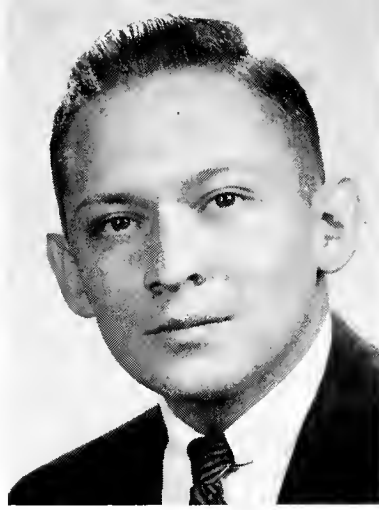
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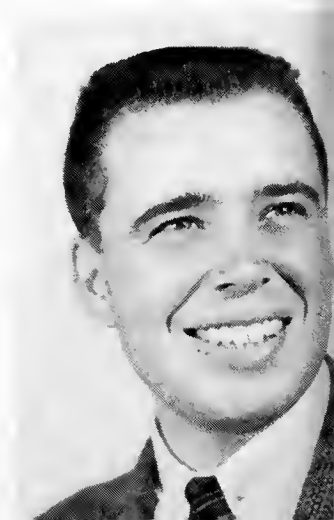
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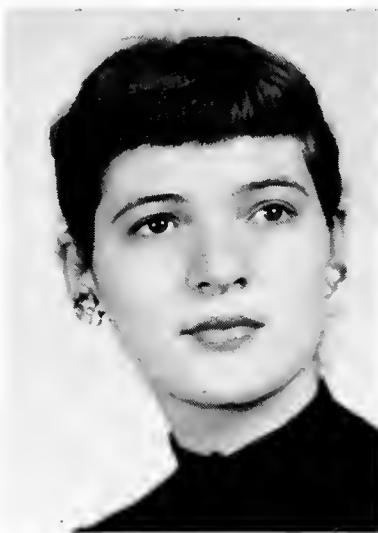
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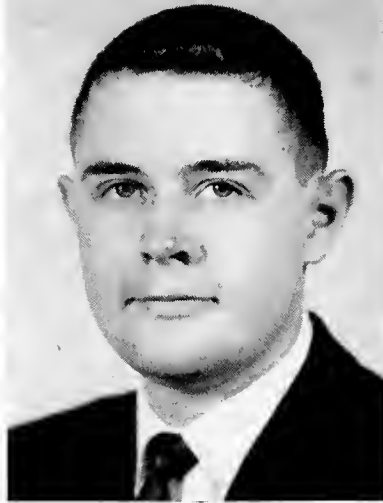


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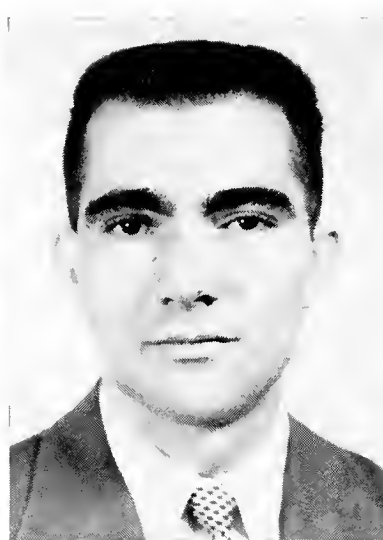
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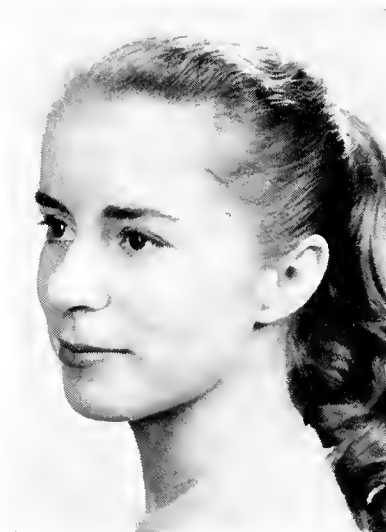
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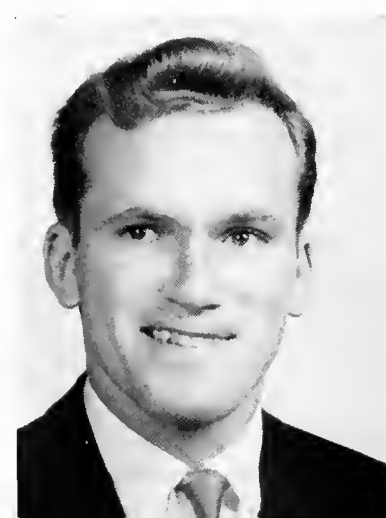
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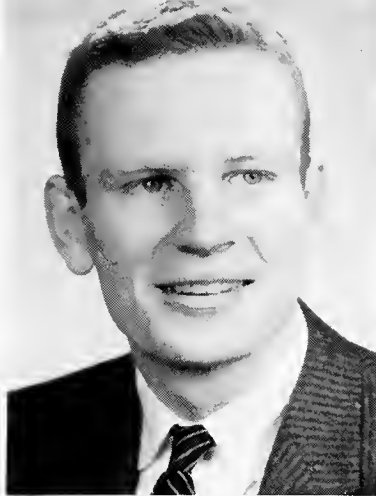


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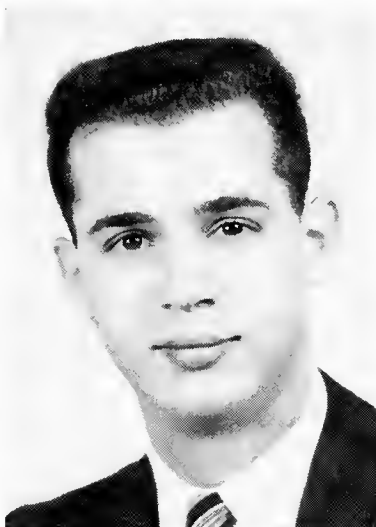
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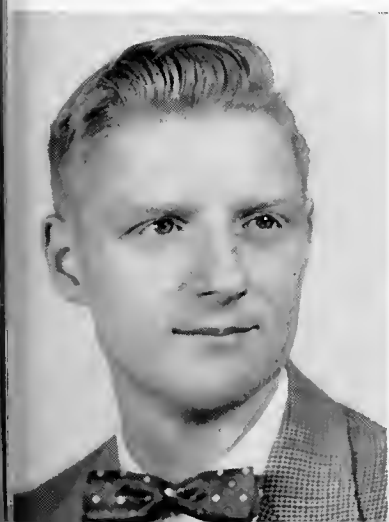
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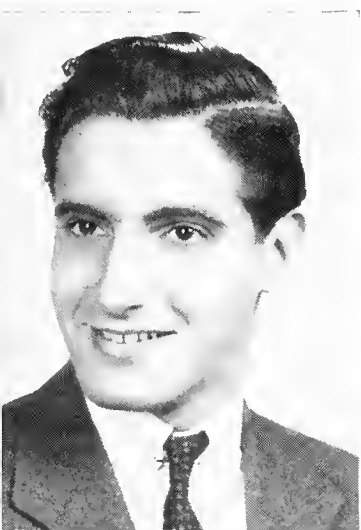
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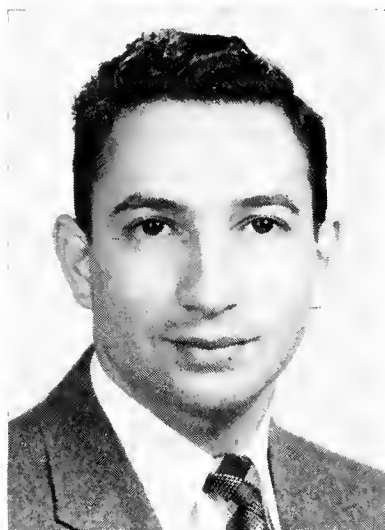
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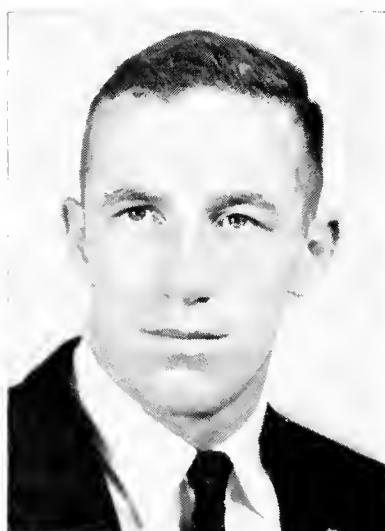
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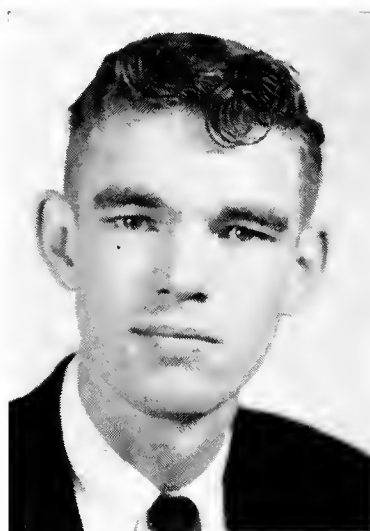
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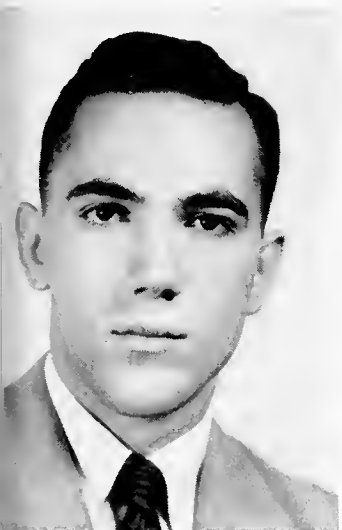
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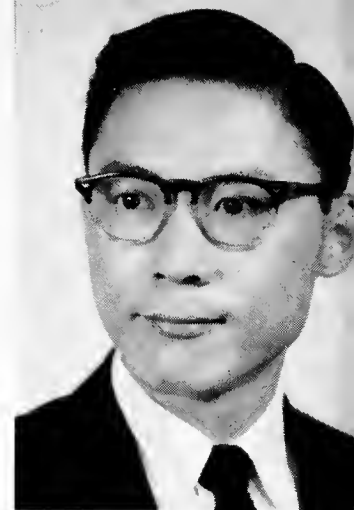
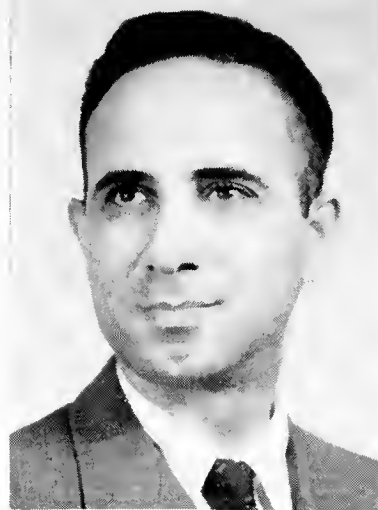


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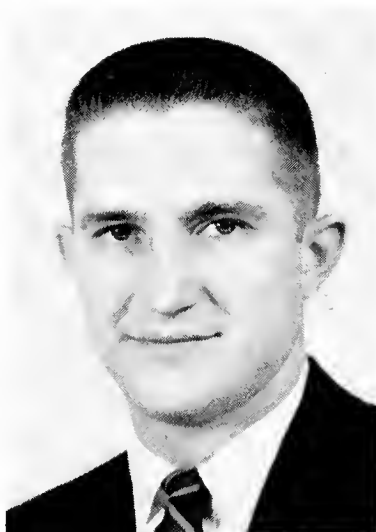
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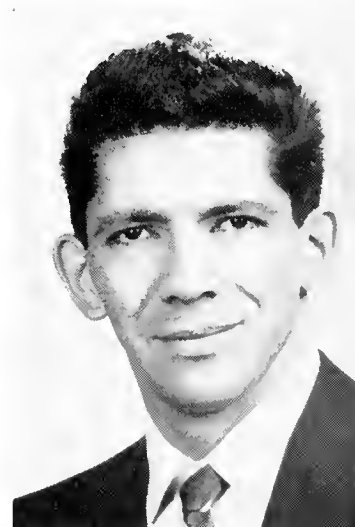
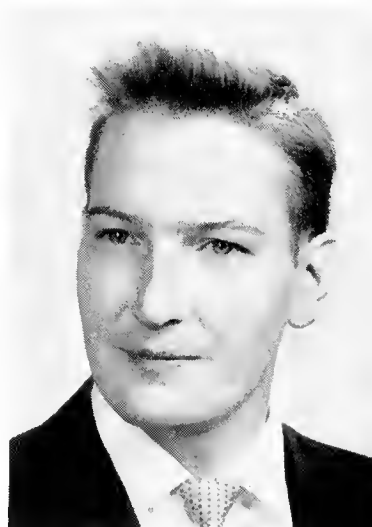
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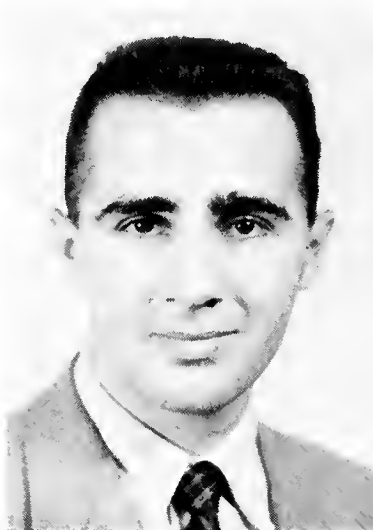


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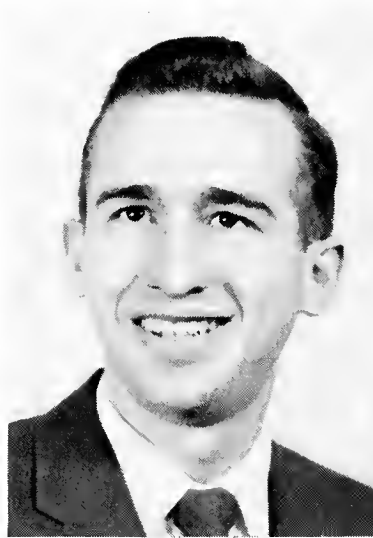
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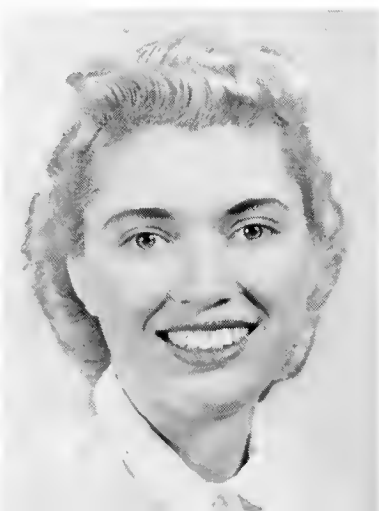
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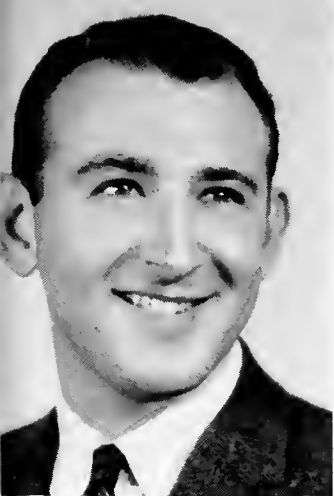
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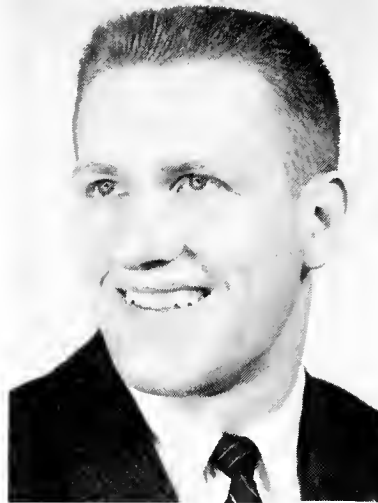
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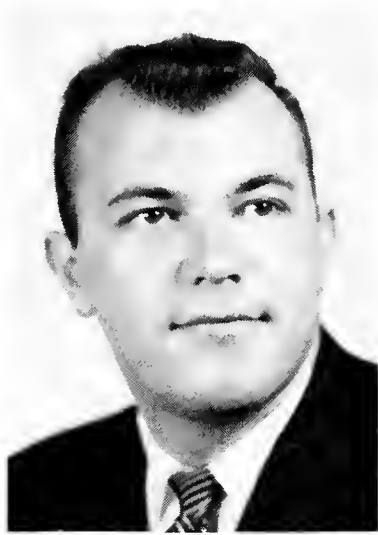
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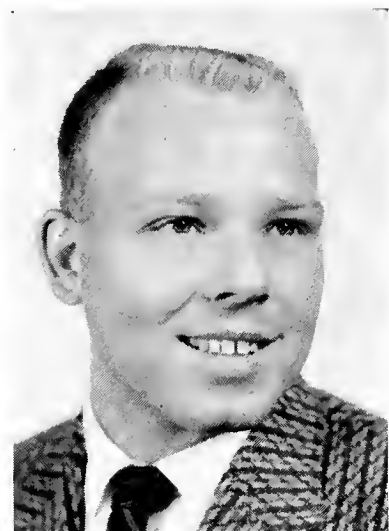




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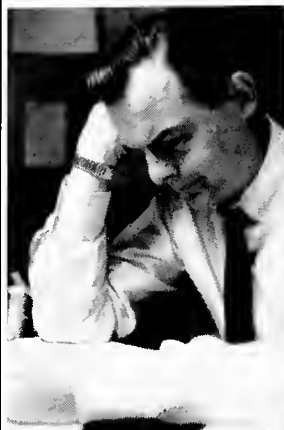
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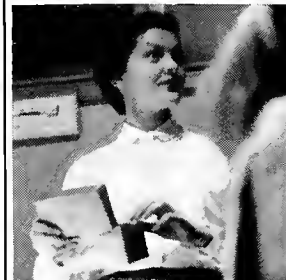


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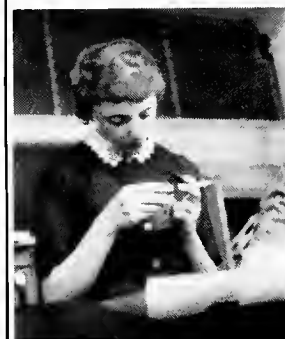


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579 84th St., Brooklyn 9, N. Y.; Mechanical Engineering, B.M.E.; Clipper 3, 4, Vice-President 3, President; I.C.C. 4; Float Committee Chairman 4; Tower 2; Baseball 1, 2, 4; Basketball 1, 2; Intramurals 1, 2, 3, 4; A.S.M.E. 3, 4, Chairman 4; I.E.C. 4.

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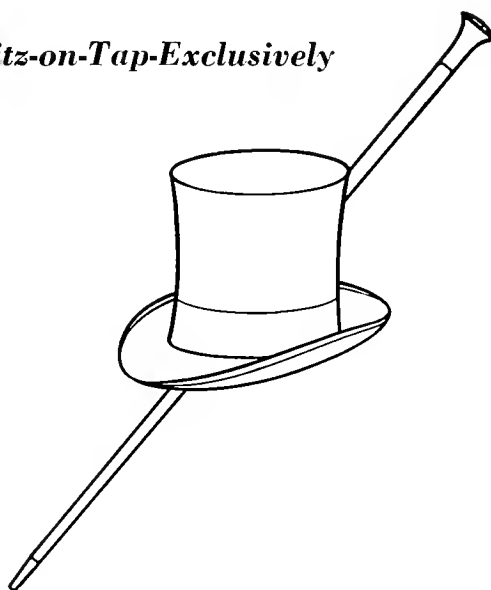
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